

**IMPROVING THE STUDENTS' WRITING FLUENCY OF THE
TENTH GRADE STUDENTS AT SMA N 5 MAGELANG IN
THE ACADEMIC YEAR OF 2015/2016 THROUGH THE
USE OF THE DIALOGUE JOURNAL TECHNIQUE**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment
of the *Sarjana Pendidikan* Degree in English Language Education



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2015**

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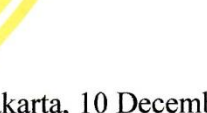
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri.

Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, November 2015

Peneliti



Arik Dwi Rofiqoh

DEDICATIONS

I sincerely dedicate this thesis to:

My beloved Mom and Dad,

I could not be more grateful to be your daughter.

I love you.

My only sister,

I could not be happier to have you in my life; the one who loves me and treats

me as a lovely younger sister and friend at the same time.

Nothing can pay all the supports, prayers, and love that you have given to me

and no words can really express how grateful I am towards you all.

MOTTOS

Don't mind about the world's life because the owner is ALLAH.

Don't worry about your prosperity because it comes from ALLAH.

But, just focus on one thing: how to make ALLAH *ridho* to you.

(Musyaffa Ad Dariny)

The only thing standing between you and your goal is the bullshit story you keep telling yourself as to why you can't.

(Jordan Belfort)

Nothing is IMPOSSIBLE. The word itself says I'M POSSIBLE.

(Audrey Hepburn)

Put ALLAH in your heart, not only in your mind so you will remember HIM in every single step you take.

(The researcher)

MAN YAZRA' YAHSHUD

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I hope that this thesis could be beneficial for the readers. However, this thesis is still far from perfection. so any kinds of criticism. ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta. November 2015

Researcher

A handwritten signature in black ink, featuring a stylized 'a' and 'r' followed by a series of loops and a final flourish.

Arik Dwi Rotiaoh

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ABSTRACT

This study aimed to improve the writing fluency of the tenth grade students especially X-C class at SMA N 5 Magelang in the academic year of 2015/2016 through the use of dialogue journal technique.

The research was classified as an action research study which was done in two cycles. Each cycle consisted of two classroom meetings. The main subject of the research was 32 students of class X-C of SMA N 5 Magelang. The data obtained were in the qualitative and quantitative forms. The qualitative data were acquired from observations and interviews. The observations were reported in the form of field notes. The interviews were done with the English teacher and the students as well which were transformed into interview transcripts. The quantitative data were gained from the results of the students' tests in the form of pre-test and post-test, which were analyzed to compare the scores before and after given the implementation of the dialogue journal technique. Validity principles were applied in this research; democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. Furthermore, three triangulation principles were also implemented to test the trustworthiness; time triangulation, space triangulation and investigator triangulation. The actions in this research implemented the dialogue journal to promote their fluency in writing along with explaining the accuracy aspects of writing skills including grammatical rules and writing mechanics, and preparing worksheets and tasks to enrich their vocabulary mastery.

The results of the research show that the implementation of the dialogue journal technique improved their writing fluency. They could write in confidence and without anxiety. Moreover, they had high motivation and enthusiasm during the writing process. The research findings show that the means of the students' writing improved from 59.22 in the pre-test up to 72.19 in the post-test.

CHAPTER I INTRODUCTION

A. Background of the Problem

It is believed that English plays an important role in the world nowadays since it has widely been used to communicate among people around the world. English as the international language has proven its necessity in connecting people all around the world. Meanwhile, to be able to communicate using English well, for example asking questions, sharing thoughts, ideas and feeling, people need to have good ability not only in oral but also in written forms. Moreover, related to the development of technology, the use of English in written and electronic media strongly influence in spreading news, issues, and the like.

Due to the importance of English as a means of communication, one that can master English well both in oral and written will be easier to gain a job, to study abroad and to be friends with foreigners. Furthermore, he can also access any information for every field. Therefore, English is taught in all level of education including tenth grade students of senior high school. In fact, the results of the students' learning of English were still far from satisfaction. This phenomenon could not be separated from its surroundings including the teacher, the students themselves and the teaching-learning process happened in the classroom.

To master the four language skills of English - listening, speaking, structure and writing- is not an easy thing to do. We believe that second

language (L2) learners find it difficult to master the productive skills especially in writing performance. Writing is considered as one indicator towards students' achievement in learning English, and they need a good ability in writing in order to produce very good writing products. As stated by Heaton (1974:138), the writing skill is more complex and difficult to teach, requiring mastery not only grammatical devices but also concept and judgement. The writing process involves thinking skills, creative skills and some tight rules, such as the use of correct grammar, vocabulary, punctuation, connectors, and cohesive devices.

The tenth grade students of senior high school have less knowledge and understanding in English, in oral and written forms. It is due to the reason that they are just graduates of junior high school. The lesson of English that they got when they were in junior high school is not enough to make them confident in English. Moreover, most of the instructional materials of English taught in junior high school are still being taught in senior high school, such as tenses, narrative, descriptive, recount texts. Although they have experienced those lessons, many of them still get confused when taught the same topics. Whereas, the students need to have better understanding in English especially for writing skills. Furthermore, they were not junior high school students anymore. Indeed, they are teenage learners. As they get older, they will learn more and need to understand the lesson especially English better than that when they were in junior high school. For these reasons, the researcher decided to do research in senior high school.

Based on the limited preliminary observation and interviews held by the researcher and the teacher of English, the most complicated things faced by the X-C students of SMA N 5 Magelang in writing texts were related to vocabulary, the use of tenses, and writing mechanics. They still found it difficult to deal with word choice, grammatical rules, and punctuation. They did not get the words for what they wanted to express because of their low vocabulary mastery; they were confused about when to use whether simple past tense or simple present tense; and they did not really pay attention to capital letter and punctuation. Besides, the teacher did not provide the students with enough activities in writing; the activities done in the classroom mostly dealt with reading comprehension.

When conducting writing activities, students needed an opportunity to express their feelings and opinions freely and without hesitation. Otherwise, they had no much life experience to be put into writing texts and they lacked knowledge related to writing mechanics. We could see that many teachers considered correcting students' grammatical and mechanical errors as part of their obligation which resulted in the students become demotivated and discouraged to write. From this situation, the role of teachers needed to be changed from the miserable human being into the one who facilitated the students to write in a relaxed atmosphere and promoted their English writing fluency. When the teacher's role was like partner for the students in daily life, it is possible to build the situation where the students could connect their

thoughts, feelings, and experiences to the learning activities implemented at school comfortably and were able to write as fluently as possible.

Considering the benefits of being fluent in writing, the researcher proposed a new way to improve the students' writing fluency by doing regular practices. The dialogue journal is believed as one way to improve the students' writing fluency. According to Tompkins (2003: 235), dialogue journal is an authentic writing activity and provide the opportunity for real communication between students or between a student and a teacher. Students write as much as they need and the teacher writes back regularly, responding to students' questions and comments, introducing new topics, or asking questions. The teacher is a participant in an ongoing, written conversation with the students, rather than an evaluator who corrects the students' writing.

The technique is very appropriate to be applied in the teaching and learning process of writing because it helps students naturally develop an awareness of the communicative purpose of reading and writing as they participate in a written conversations with the teacher over an extended period of time. Therefore, the dialogue journal technique is regarded as a technique that could be used to overcome the problems and to help the students improve their writing fluency. Therefore, the research is needed to solve the problems and to improve the students' writing fluency.

B. Identification of the Problem

Based on the background of the study above, some factors that contributed to the low performance of students' writing fluency could be identified; they were coming from the teacher, the students themselves, and the technique used to teach writing in the classroom. First, the teacher herself did not really motivate the students during the teaching and learning process. She also often provided long texts with comprehension questions related to the text and then the students had to answer that. Moreover, the teacher gave the simple past tense exercises by putting the correct verbs into sentences but they were not taught how to write sentences. Those activities made the students get bored and in the end, they did not listen to the teacher; they talked to their friends even they played with their gadgets. The teacher did not provide innovative and fun activities during the lesson.

Second, the students did not have high motivation during the teaching and learning process. Most of them got frightened when English lesson was coming. The big contribution were on the mastery of vocabulary and grammar rules. Most of them did not know the meaning of English words and got confused when they were asked to make sentences and even paragraphs. They could not differentiate which one could be the subject; which one could be the verb and which one could be the object. Other problems appeared when dealing with writing such as developing ideas, organizing the texts, choosing the appropriate words, and putting the correct punctuation. Moreover, getting an idea was one of the difficult things to do for them. They got confused about

what to write. In organizing the texts, they did not make introduction or they just made the introduction and very limited events there. They were just able to make simple sentences and repeated the same words in their stories. The students' vocabulary mastery was also very low, thus they found it difficult in choosing the right words for their sentences. The last was punctuation. Lots of the students were indecent to pay attention to it and to spelling as well.

Third, the technique used in the classroom was almost the same from time to time. The teacher did not use any new innovative techniques in her teaching and learning processes. This caused the students to easily get bored with the activities done in the classroom. As the result, their writing products were not satisfying yet.

In reference to the explanation given above, this particular research was conducted to improve students' ability in writing skills especially writing fluency of the class X-C students of SMA N 5 Magelang by the use of dialogue journal. It was expected to make some changes that could give benefits on the students' writing skill to achieve the target in the teaching and learning process.

C. Delimitation of the Problem

According to the problems faced by the students of class X-C of SMA N 5 Magelang in the English teaching and learning process, the researcher has decided to focus only on the efforts on the problems related to how to improve

the students' writing fluency. The researcher proposed to apply the dialogue journal technique to solve this problem.

Some advantages by applying this technique are providing the students with more opportunities to write; facilitating them to express what they feel freely and without any hesitation; and enabling them to enrich their vocabulary mastery. These advantages could help them improve their writing fluency.

D. Formulation of the Problem

Based on the explanation of the problems as stated earlier in the identification and delimitation of the problems above, the problem could be formulated in the following question, 'How can the dialogue journal be used to improve the students' writing fluency of class X-C students of SMA N 5 Magelang?'

E. Objectives of the Study

Corresponding to the formulation of the problem, the research objective is aimed at improving the students' writing fluency of class X-C students through the use of the dialogue journal technique.

F. Significance of the Study

It is hoped that this research will give benefits to the following parties.

1. The teachers of English especially the English teachers of SMA N 5 Magelang.

The research is aimed at giving a new alternative way of teaching for English teachers. It is hoped that the finding of this research can be used to improve the quality of teaching and learning processes especially in writing fluency.

2. The tenth grade students of SMA N 5 Magelang.

By using the dialogue journal technique, it is hoped that especially the students of SMA N 5 Magelang class X-C will not get difficult to write everything and can improve their ability in writing fluency. Furthermore, the implementation of dialogue journal writing can be performed by themselves after the research ended and as a way for them to find their interests in writing English.

3. The students of English Education Department of Yogyakarta State University.

The finding of this study is hoped to be considered as a beneficial reading material to enrich their reference in writing their thesis related to the topic of writing fluency and the use of the dialogue journal technique to improve writing fluency.

4. Other researchers.

It can inspire other researchers to conduct further studies on the use of the dialogue journal to improve the students' writing fluency. The dialogue journal technique is appropriate to be implemented at any

level of education, not only for senior high school students, but also for junior high school students. Various ways can be used in applying the dialogue journal technique, so the other researchers can modify the ways in applying it based on their interests.

CHAPTER II LITERATURE REVIEW

A. The Nature of Writing

Language is a means of communication. Writing plays as one way to communicate through texts. Writers convey their meaning in the texts hoping that the readers can get the idea/meaning. They should be aware who their readers are. It is important to understand the readers because in the end the readers will conclude the purpose of their writing. Harmer (2004: 5) states that the importance of knowing whom the writers write for will help the writers to decide what to say and how to say it. Thus, different purposes also provoke different kinds of writing.

In line with this, the study that was conducted by Langer and Applebee (1987: 151) reports that writing supports thinking and learning about the subjects that the students are expected to learn. There are different purposes of writing, the types of writing that the students make influence what they learn. They need opportunity to write, they need to work on different types of writing, and they need to know that the writing is connected to the kind of learning the teacher expects them to gain from any given activity.

In addition, writing is a language skill which involves the activity of producing the language. During the process of producing the language, language activation occurs in which the all and/ or any languages knowledge already mastered are used (Harmer: 2007). Hence, that is why writing is considered to be more active than other receptive skills. The same thought is

also proposed by Calkins (1994: 4), writing is more than just recording; it is the process of developing a story or idea. It allows us to represent our life experiences and claim them as our own while giving them meaning.

When writing, writers elaborate the idea of the story using variety of words to create a long yet interesting story. It is not merely about the words that are being put together but how those words create meaning. Therefore, the readers can catch the writer's thought. It will be easier when the story tells the things that have been experienced before.

1. Types of Writing Performances

According to Brown (2004: 220), there are four main types of writing performance. They are imitative, intensive (controlled), responsive, and extensive.

a. Imitative.

This is the earliest stage that can be a way to pep up students' senses towards writing. We can apply this type to the beginners since this is the simplest type among the others. The students are just simply asked to imitate certain written texts or sentences. They are expected to be aware of spelling, punctuations, and other aspects of writing mechanics. The focus of this writing type is the structural rule application while context and meaning of the writing products get less attention.

For beginners level, this imitative writing really suitable to be put into practices in writing. They can learn from the easiest level first to make them more easily in mastering English later.

b. Intensive (controlled).

The concerns are not only about applying proper writing mechanics and grammatical agreements, but also choosing appropriate vocabulary that meet with the context. Although both form and meaning of the written products are involved in deciding the correctness and the appropriateness, the structural forms are still being the part getting the most attention.

Words choice is an important matter when dealing with writing activities because a writing product which consists of inappropriate words can change the meaning of its whole context. Therefore, vocabulary aspect becomes one concern in this type of writing, along with the writing mechanics and grammatical agreements.

c. Responsive.

Unlike imitative or intensive types that focus on the internal parts of sentences, a responsive type tends to concern with the way how sentences and paragraphs can be connected to each other in appropriate ways. It requires writers to be more focused on the discourse level. Certain guidelines and criteria can be applied when this writing performance type is implemented in pedagogical directives.

Moving up to the next level, responsive type of writing brings up more difficult concern which is discourse level. It goes beyond the performances of the words which put together in the text. It shows how

the sentences and paragraphs connected to each other and conveys meaning.

d. Extensive.

Writers are not bounded by certain rules and criteria when they are dealing with this type of writing performance. Otherwise, it provides them with freedom to manage their writing works. The focus is that whether the writers can achieve their writing purposes and arrange the ideas logically or not. Meanwhile, the grammatical form is not really concerned, but only in a limited amount.

The most obstacle which is quite challenging when dealing with writing is the grammatical rules. However, in extensive writing, writers are freely to develop their ideas to be put into written text. Although the grammatical form is still being a concern in this type of writing, writers can still achieve their purposes of writing.

2. Micro- and Macro-Skills of Writing

In writing, there are some aspects that need to be considered. Brown (2004: 220) has summarized all those aspects into two main skills, they are micro- and macro- skills. Those skills have different categories to be implemented in writing. Micro skills include criteria which are exactly appropriate to be applied in imitative and intensive writing because it contains light rules for writers to be able to produce writing products like grammatical rules, vocabulary, and cohesive devices. On the contrary, macro skills are more complicated because it brings communicative function of

texts, conveying links, connection and specific references, and also writing strategies. Macro skills are necessary to be applied in responsive and extensive writing. The taxonomy of micro- and macro-skills for writing production according to Brown (2004: 220) are as follows.

Micro-skills of writing include the following aspects.

- a. Produce graphemes and orthographic pattern in English.
- b. Produce writing at an efficient rate of speed to suit the purposes.
- c. Produce an acceptable core of words and use appropriate order patterns
- d. Use acceptable grammatical system (e.g., tense, agreement, pluralization), patterns, and rules.
- e. Express a particular meaning in different grammatical forms.
- f. Use cohesive devices in writing discourse.

Macro-skills of writing include the following aspects.

- a. Use the rhetorical forms and conventions of written discourse.
- b. Appropriately accomplish the communicative functions of written texts according to form and purpose.
- c. Convey links and connection between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d. Distinguish between literal and implied meaning when writing.
- e. Correctly convey culturally specific references in the context of the written text.
- f. Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

It can be seen from the characteristics of micro- and macro- skills above that they have quite significant differences of classification in writing performance. Micro skills tend to describe the mechanical of writing and at the level of words while macro skill cover wider areas of writing, such as the form and the communicative purpose of written texts, the literal and implied meaning. Thus, it is not merely about words but it is about the whole text.

3. Methods in Teaching Writing

Considering the importance and difficulties of writing, it must be clearly known that writing is more than just expressing an idea into written texts. There are some important things to be considered when writing, for example choosing topics, making drafts, choosing appropriate words, using connectors, and the like. In addition, when students are given limited time for writing something, they will find it much more difficult. They will get nervous first about what to write because they consider the time a lot. This condition can distract their concentration due to the demand for writing as much as possible. The students need very good abilities dealing with some essential processes to achieve a good writing product.

For L2 learners especially teenagers like senior high school students, they must be facing many obstacles in producing written texts. The teacher as the facilitator needs to help them find their ways out from these problems. Teachers can guide the students in writing through steps that have the highest chance of success to be applied for senior high school students. Kern in Thohid (2014: 14) proposes three main approaches that can be applied in the teaching and learning process of writing in the classroom as can be seen in the following terms.

a. Product-oriented approach

This approach concerns with the internal and structural patterns of writing. The focus is dealt with grammatical rules, sentence arrangements in the text, and other writing structural aspects.

b. Process-oriented approach

Instead of drilling students to produce well-organized writing works, process-oriented approach emphasized on leading the students to express their creativity and guiding them to reconstruct and to recognize their writing to be better. In this approach, the students are expected to have centre roles along the process.

c. Genre-based approach

The focus of this approach is on the students' ability to formulate communicative writing. The emphasis is not about how grammatical their writing works are, but how well they organize their writing to be understood by the readers.

To produce a good writing, the writer should not only pay attention to what to write, but also how to write. How to write means the process or stages of writing. Many experts have proposed various stages of writing. Hyland (2003: 11) wrote several steps to help students compose their writing products. The first step is selecting a topic. The selection can be done either by the teacher or the students. After selecting the topic, there will be prewriting stage in which the students do the brainstorming, make outline, collect the data and take notes to support their writing. After the materials and preparation completed, the students will arrange their ideas in writing as the first draft. After drafting, the students will have peer's or teacher's response to ideas, organization, and style of the draft. The students later on will revise their writing by reorganizing and refining ideas. Another response will be

done one more time to check their revisions and it is followed by editing and proofreading. In editing and proofreading stage, there will be checking and correcting the form, layout, and evidence of their writings. Then, before the writing products are published, the teacher evaluates the progress as well as the process of the student's writing. Finally, the writing process is finished by follow-up task to address weaknesses.

Next, Harmer (2004: 41) describes several roles to be fulfilled by teachers in a writing teaching and learning process. They are: demonstrating, motivating and provoking, supporting, responding, and evaluating. First, in demonstrating, the teachers have to make sure that their students' are aware of fundamental rules, arrangements, and certain functions in writing. Through convention demonstration, the students are expected to have more attentions when they are dealing with writing works. Second, in motivating and provoking, the teacher has roles as motivator as well as provocator for the students. The students often find it difficult to deliver the ideas in their mind into written forms. Third, in supporting, the students' need the teacher's help not only when they start to write but also when they are working on their writing. The teacher is expected to be as supportive as possible to help the students overcome the difficulties. Fourth, in responding, the teacher will react towards the students' writing works. The responses can be related to the content, the text construction, as well as the feeling towards the text that can be delivered through comments and suggestions. Fifth, in evaluating, the teacher can tell the students about how well they have done their writing

works. Through evaluating, the students' progress and achievements in writing can be seen. What makes evaluating different from responding is that in evaluating, the teacher is allowed to grade the works. Furthermore, evaluating can be a learning opportunity that allows the students to realize the mistakes they made and then they try to put them right.

4. Feedback on Writing

Giving feedback on students' written work is a major part of all teachers' job, therefore it is something teachers must be careful with since it will determine students' confidence depending on how the feedback is given. Teachers should focus not only on bad points but also on good ones since it is clear that writing skill is complex and quite demanding. Praising the students' writing is also one way to increase their motivation towards writing activity. Since the teacher gives a huge amount of influence to the students' learning achievement, it can be sure that whatever being delivered by the teacher will determine the students' responses towards their interests in writing. When feedback is applied upon written works, it should affect the learners' language use in the future.

Considering how written feedback is given, Harmer (2004: 108-109) divides the technique into two as follows.

a. Responding

Not only concern with the accuracy of the students' writing performance, but also with the content and design of their writing. The teachers may respond to their writing by saying how much they enjoyed reading their

works and then recommend that the students have to look at a book or website which has more information about the same topic. When responding, the teachers are discussing the students' writing rather than judging it. It is used to support the students' writing improvement and raise their motivation instead of increasing their anxiety towards writing.

b. Correcting

It is for indicating when something is not right. The correction on the mistakes of the students' writing performance can be done for some issues like syntax (word order), concord (grammatical agreement, between subjects and verbs), collocation (words which live together), or word choice. The teacher's task is not to say what is right or wrong, but to ask questions, make suggestions and indicate where improvements may be made to both the content and the performance of the writing.

In addition, peer feedback can also be applied in responding the students' writing. Brown (2004: 270) stated that peer feedback gives encouragement to the students to have cooperative and collaborative learning in the classroom. Moreover, the students will feel less anxious when their writing is corrected by their classmates rather than their teacher.

Both responding and correcting are good to be given as written feedback for the students' writing because the teacher can maintain the students' progress during writing. Moreover, peer feedback will also give beneficial for the students since they can get closer to each other.

B. Fluency in Writing

1. The Nature of Fluency in Writing

Briere in Hwang (2010: 101) states that one of the most problematic issues in teaching writing is deciding which one that has to be focused first, whether it is quantity or quality of writing. He defines quantity as the number of words or sentences written within a fixed period. Meanwhile, quality is valued by considering grammatical rules, coherence, and ideas.

Several experts tend to relate writing fluency with the quantity term. Brown in Fellner and Apple (2006: 19) refers to fluency as “saying or writing a steady flow of language for a short period of time without any self- or other correction at all.” It means that when we say or write something, we do it without getting any trouble like pausing the words because we think of the appropriate words; using wrong tenses; using wrong subject-verb agreement, and the like. In line with this, Fellner and Apple in Thohid (2014: 21) mention that this definition leads to conclusion that the longer a flow of language and the more words a writer produced, the more fluent a writer is. Since being fluent in writing means having almost no hesitation when writing, it needs confident to state opinion, ideas, and thoughts into words.

On the contrary, there are also some experts who define writing fluency is related not only with the quantity but also with the quality of writing. As stated by Brand and Brand in Hwang (2010: 101), “The general meaning of fluency is defined as completing an activity or task effortlessly, so that the students complete activities and tasks automatically, fluidly,

rapidly, quickly and accurately. To be able to write fulfilling those criteria, it will be hard for people who use English as their foreign language. Many English learners think of English as a difficult language which has many tight rules and vocabulary used for different occasions.

It is supported by Lanin in Hwang (2010: 101) that interprets the concept of writing fluency as the ability to organize coherent and cohesive texts with well-grammatical structures that can be easily understood by the readers. Instead of producing many words in fluent way, the text also needs to be readable and understood by the readers.

From some experts's judgement above, it can be concluded that writing fluency concerns both with the quality and quantity of writing. Therefore, writing fluency needs not only good but perfect understanding of accuracy aspects like grammatical rules and writing mechanics. According to Cassanave in Hwang (2006: 102), focusing on writing fluency enables a writer to write more expressively and freely without worrying about grammatical rules and other accuracy aspects. In addition, focusing on fluency is a way that frees up the writer's creativity, problem-solving ability, and other high-order application. It has less attention towards the mechanics of the performance (Bloom in Binder et al., 2002: 5).

2. The Strategies for Writing Fluency

According to Binder et al. (2002: 10), repetition is a key of great achievement in various performances. If students have regular practices in writing, their writing ability will improve. In order to be able to write

fluently, the students need to practice to write more and more. Herrero (2007: 5) says that the students will not be able to produce grammatical writing successfully when they spend most time dealing with memorizing the formulas and practicing the points in such isolated situations. It is not the same as learning mathematics or physics, where students need to memorize the formulas and then apply them to answer the questions. The students will automatically memorize the rules in writing along with how often they do practice to write.

It is clear that regular practice is effective to be applied to improve the students' writing fluency. Together with the opportunity and the roles of the teacher, it is believed that the students will be able to write fluently.

3. Measuring Writing Fluency

To measure writing fluency, Brown (2004: 241) suggested the scoring techniques as follows:

a. Holistic scoring

This technique views the written product as a whole without paying too much attention to the details. The score is taken from the overall impression towards the script. Weigle (2002: 112) proposes a TOEFL® writing score rubric as a good example of a holistic scoring rubric. It divides the writing achievement into six levels with particular characteristics for each level.

b. Primary trait scoring

Primary trait scoring emphasizes on how writers achieve the goal of the text effectively. Considering the principles, a writer who is dealing with persuasive text will be regarded as successful only if s/he is really able to persuade the readers. There is no exact rubric for primary trait scoring since it depends on the kinds of related texts.

c. Analytic scoring

This is the most complete scoring technique compared to the other two. The focuses of analytical scoring emphasize on how orderly a writer organizes the text, how logically the contents are arranged, how well grammatical rules are applied, how appropriately various writing conventions are implemented, and how precisely styles and expression are accomplished.

This scoring technique can be applied in classroom writing evaluation since it enables the teacher to figure out the students' weaknesses and strengths toward writing. Furthermore, in formulating the rubric, the five aspects including content, organization, vocabulary, language use, and writing mechanics should be scaled and then interpreted into certain levels of achievement for example from "excellent" to "very poor" level.

C. Teaching English in Senior High School

There are some relevant matters that need to be highlighted when talking about the teaching of English in senior high schools. They are the

regulation of ministry of education in the form of content standard and the age range of senior high school students. Firstly, according to the content standard which is developed by BSNP (2006), the English teaching of Senior High School in Indonesia is aimed at making the students develop several competences. They are 1) developing students' oral and written competence to achieve the informational competence which makes it possible for the students to access various knowledge 2) developing students' awareness of the importance of English in improving Indonesia's competence at the world's level 3) developing students' understanding on the relationship between cultures and language.

Moreover, according to the regulation of Ministry of National Education, the standard of competence and basic competence for senior high school students grade X at the first semester is that they have to perform several writing competencies. Although the students may have gotten the lesson in their junior high school, it cannot be denied that many of them still do some mistakes related to writing English texts such as recount, narrative and procedure. It can be seen that the materials are still being taught in senior high school, as proven in the standard of competence and basic competence for senior high school students grade X at the first semester in the following table.

Table 1: Standard of Competence and Basic Competence of Writing Skill for Senior High School Students Grade X Semester 1

Standard of Competence	Basic Competence
6. <i>Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari-hari.</i> (Expressing meaning in short functional written texts and essays in the forms of recount, narrative, and procedure in daily life contexts).	<p>6.1 <i>Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.</i> (Expressing the meaning within short functional text (announcement, advertisement, invitation, etc) using written language accurately, fluently, and appropriately in daily life contexts).</p> <p>6.2 <i>Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: recount, narrative, dan procedure.</i> (Expressing the meaning and rhetorical steps accurately, fluently and in accordance with the use of variation in written language in the contexts of everyday life in texts such as: recount, narrative, and procedure).</p>

The table above shows that the first semester of tenth grade students will learn functional texts like announcement, invitation, and advertisement and also essays in the form of recount, narrative, and procedure. However, in

this research study, the researcher will only focus on one particular text type that is recount text.

The next matter of teaching English in senior high school is the students' age range. The age range of the students of senior high schools is between fifteen and eighteen. This makes them categorized into teenage learners who are in the age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Harmer (2007: 39) states that there are a number of reasons why teenage students may be disruptive in class. Apart from the need of self-esteem, they may feel boredom and lead to discipline problems. They also have developed their attention spans as the result of their intellectual maturation but those can be easily shortened since there are many diversions within teenagers' life. As a result, the characteristics of teenagers stated previously will become teachers' concerns in teaching their students.

However, according to Harmer (2007: 39), teachers should not become too preoccupied with the issue of disruptive behavior. Teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. There is almost nothing more exciting than a class of involved young people at this age pursuing a learning goal with enthusiasm. Therefore, teachers must be to provoke students' engagement with material which is relevant and involving. At the same time, the teachers can bolster the students' self-esteem and be conscious for their identity.

D. Senior High School Students' Characteristics

The senior high school students are known as one level higher than junior high school students. Therefore, the senior high school students must be more mature than the junior high school students. Looking at their ages, they belong to teenage students. Furthermore, the tenth grade students of senior high school are just graduates of junior high school. They must bring their old habits when they were still in junior high school to their new environment which is senior high school.

As the subject of the research in particular, the students of class X-C of SMA N 5 Magelang showed how their attitude and their interests were during the teaching and learning process of English in the classroom. They performed some differences when they were taught by their English teacher and when they were taught by the researcher. The most significant difference could be seen from their expressions of interests in listening to the teacher and researcher's explanation and also from the excitement to do the tasks. When taught by their English teacher, they seem to listen but some of them especially male students were just looking at the explanation blankly. They were not interested even when the teacher provided power point slides. On the other hand, when taught by the researcher, every student got excited and fully paid attention to what the researcher's said. They even answered the researcher's questions bravely. Furthermore, when it was time to the dialogue journal writing activities, they felt happy to write and respond to their partner's writing. The atmosphere of the class was just so good and the

students were having good cooperation due to the research process. Although some male students were sometimes made little noise, it seems to be normal because they are teenage students.

E. Recount Text

1. Definition of Recount Texts

Recount texts are considered as the most common kind of texts found in everyday life. People can easily learn and understand the concept of this text since it tells about personal experience. Normally, people can retell what they have ever experienced because they did that in the past and automatically memorized the feeling and the events. Usually recount texts can be found in any story books and non-fiction books like newspaper reports, television interviews, and eyewitness accounts (Anderson and Anderson, 1997: 49).

Anderson and Anderson (1997: 48) suggest that a recount is a piece of text that retells past events usually in the order in which they happened. The purpose of a recount text is to give the audience about what happened in the past and when it happened. In addition, Emilia (2011: 74) states that recount is a text used to retell past events. Recount texts are commonly written based on real personal experience, otherwise, there are also some recount texts that are written based on imagination or beyond the writer's experience.

Recount texts can function to inform and to tell personal experience happened in the past in a sequence of events. It is well known that telling

someone a real story is common in our environment both in spoken and in written forms. If the students also feel free to share their stories in oral form, it is possible for them to deliver it in the written form.

2. The Structure of Recount Texts

In writing recount texts, there are some important points which need to be highlighted. According to Anderson's theory (1997: 53), a recount text has three main parts (generic structure) as seen follows.

a. Orientation

It is the first paragraph, the opening of the text which consists of introduction of the topic. It gives background information about who, what, where, and when.

b. Events

A series of paragraphs are to tell the events when they happened in the sequence order.

c. Re-orientation

It functions as the closing statement of the whole story. It may include personal comments but this part is not always necessary.

Instead of the generic structure, the recount texts also have some language features that are worth knowing. They are explained as follows.

a. The use of proper nouns.

Proper nouns are used in recount texts to show whoever involved in the text.

- b. The use of simple past tense.

It uses simple past tense because it tells about events happened in the past.

- c. The use of descriptive words.

The descriptive words are to give details of the story about who, what, when, where and how.

- d. The words to show the order of events.

To write the story in chronological order, it uses time connectors. It is used to signal the movement of one event to another. The example of time connectors used in recount texts are first, next, then, after.

3. How to Teach Recount Texts

Teaching recount texts to the senior high school students is not different from teaching of writing to students in common. The topics of writing recount texts can be determined by the teacher by looking at the students' needs and also can be selected by the students' interests. The students can write their personal experiences as the nature of recount text itself which is to tell personal experience happened in the past through a sequence of events. Through the use of the dialogue journal technique, the writing skill of the students can be improved since it allows the students to write more based on their topics of interests in a given time and in a relaxed class atmosphere. It also makes the relationship between one student and another gets deeper because they have to respond to the writings (stories) of

one another. They also do not feel hesitate to write because their writings are responded by their friends, not the teacher.

F. The Dialogue Journal Technique

1. The Overview of the Dialogue Journal Technique

Dialogue journals are similar to personal journals. According to Tompkins in Isabell (2010: 15), personal journals provide a place for students to record events in their own lives and for them to write about other topics of special interest. These are considered to be the most private type of journal. The writers do not need to share their journals to others unless they want to do so. The same thought is also described by Palmer et al. in Thohid (2014: 27), Basically, personal journals are journals written without any aim to be read by others; all the things written is for the sake of the writers. However, the writers may share it if they want to. Usually personal journals provide much personal information about the writer. That is why personal journals are called diaries in common. Usually, they are kept in a special book closed with a padlock.

The difference between personal journals and dialogue journals is that the personal journals are written for the writers only, while the dialogue journals are written with the intent to be shared with a teacher or a classmate. The person who receives the journal reads the entry and responds to it. These journals are interactive and take the form of a conversation. Also, the personal journals are written in the form of stories, while the dialogue

journals are in the form of conversation. Tompkins in Isabell (2010: 17) argues that most importantly, dialogue journals are an authentic writing activity and provide the opportunity for real communication between students or between a student and the teacher. In line with this, the dialogue journal is a written conversation between a teacher and an individual student, which is quite confidential and is on-going writing throughout a whole semester or school year. It is a student-centered curriculum in which students decide the writing topics (Peyton and Reed: 1990).

Dialogue journal writing supports the writing process by providing an authentic two-way written interaction among writing partners; it can be the teacher and the student or among two students. This activity can help the students to improve their writing ability because they are allowed to choose the topics by themselves and write anything about that. They can explain their ideas in more detail and feel comfortable by letting out their emotions during the writing process. Students do not need to feel anxious with how their partners will respond to their writings because the responses will not be in the form of correcting mistakes.

In dialogue journals, students can write about topics that are important to them. Sometimes their concerns and interests are personal. Or, journal entries may relate to academic or work-related issues. Students may write descriptions, narratives, or complaints, as the topic and communicative purpose dictate. Piazza in Isabell (2010: 22) states that much like friends passing notes to each other, conversational partners take turns sending and

receiving messages. This kind of activities will bring relaxed atmosphere for the students which results in their wonderful feelings when writing the dialogue journal. As we know that people will gain better achievement if they do their works in a well and comfortable condition. The dialogue journals are interactive and able to give some interest and motivation towards the students writing behavior.

As mentioned earlier, the dialogue journals provide a fun atmosphere for the writers. According to Tompkins in Isabell (2010: 23) every time the students write in their dialogue journals, they write informally to the teacher about something of interest or concern, and the teacher writes a response. Students are in control of the topic choice, and they have the opportunity to take that topic in any direction. By letting the students as the main component here, hopefully the results of their writings after given the implementation of the dialogue journals will be much better than those before given the implementation of the dialogue journal. Staton (1987: 77) suggests the list of the responses given by the teacher towards the students' writing as follows.

- a. Acknowledge students' ideas and encourage them to continue to write about their interests.
- b. Support students by complimenting their behavior and schoolwork.
- c. Provide new information about topics so that students will want to read your responses.
- d. Write less than the students do.
- e. Avoid nonspecific comments like "good idea" or "very interesting."
- f. Ask few questions; instead, encourage students to ask you questions.

Since it can be time-consuming for teachers to respond to every student's dialogue journal entry on a daily basis, the teacher can choose to

respond to the entries on a rotating basis. Perhaps they may respond to one group of students one week and another group the next week.

2. The Benefits of the Dialogue Journal Technique

Nistler (1998: 203) states the use of dialogue journals has been studied for its positive effect on children's personal adjustment, development of awareness for audience, understanding of others, increased motivation for purposeful writing, improved skill in conversing, and overall growth as writers. Dialogue journals focus on meaning rather than form. Students need to understand the concept of communicating in writing and develop their writing skill. they need frequent opportunities to practice writing freely without fear of being corrected to promote writing fluency.

By having regular practices in the classroom, both the students and the teacher can get benefit from it. The teacher who teaches a lot of students in one class surely cannot interact with each of his/her students individually, but dialogue journals allow the teacher to have interaction with them through what they have written. The writing may tell about the students' interests, real topics and even their own problems. By letting the students write freely, it will promote good atmosphere in the classroom and can strengthen the teacher-students harmony.

The dialogue journal is as a means for the teacher to get to know closer to his/her students and in return, students are empowered by having trust that is developed with the teacher through the dialogue journal. Other benefits for the students are that it can increase the students' confidence, it

can encourage fluency, and it can ensure learner's autonomy (Bhushan, 2014: 72-73). Students keep their audience in mind and expand their writing in their own writing world which later can build their confidence every time they write stories. The dialogue journal is aimed to encourage fluency before accuracy. According to Vanette et al in Bhushan (2014: 73), fluency in writing is developed through writing to communicate and with the absence of the pressure to be technically correct in language use. Giving them the chance to write whatever they want is important; they can experience and play with the language which allows them to learn independently. The same opinion is also drew by Uduma in Bhushan (2014: 73). A dialogue journal is a comfortable place for students to draw on their personal funds of knowledge and make connection between what they know and what they are learning in class.

Learning to read and write for nonnative, as well as native speakers, can be a process much like the natural, practical process of oral language acquisition as it occurs between parents and children (Staton: 1993). We believe that most of the relationship between parents and children are very close and warm. Therefore, the dialogue journal is created for that situation-like in order to support the students write their ideas freely and express their emotions without any fear. Furthermore, Peyton (1993: 1) states the benefits of using dialogue journals to improve writing fluency, they are:

- a. Extending contact time with students and getting to know them in a way that may not be possible otherwise.

Through the journals, teachers may discuss, for example, the student's interests on deciding the writing topics, school procedures, and even personal matters.

- b. Management of classes with students of varying language, ability, and interest levels.

All students, no matter what their language or literacy level, can participate to some extent. They can tell what they cannot express orally through their writing in their dialogue journal books.

- c. Optimal language learning conditions.

Dialogue journals focus on meaning rather than form. It also takes on real topics and issues of interest to the students. The teacher's written language plays as input that is modified to, but slightly beyond the student's proficiency level; thus, the teacher's entries can provide reading texts that are challenging, but that are also comprehensible because they relate to what the student has written.

From the explanation above, it can be seen that some advantages by applying the dialogue journal technique into the teaching and learning process of English come to the teacher and the students as well. The teacher can get to know each of the students by reading and discussing the students' journals, which is not possible for the teacher to acknowledge each student well in the classroom meetings.

The dialogue journal also provides the students fun and relaxed atmosphere during the meetings because they learn from the issues on their

own interest. The students also get closer to their classmates which can lead to unity and good cooperation later on. For those who are afraid in stating opinions orally, they can deliver their ideas, thoughts, ideas in their writing.

3. The Steps to Implement the Dialogue Journal Technique

Many researchers apply the dialogue journal technique to their classrooms to improve the students writing fluency. They use different ways to implement the dialogue journal writing to become an enjoyable activity during the English teaching and learning process. According to Daniel and Daniels (2013: 108-109) there are two ways to make use of dialogue journal writing into fun activities in the classroom. The first is called “Live” Dialogue Journal and the second is called “Takeaway” Dialogue Journal.

The “Live” Dialogue Journal is done during the teaching and learning process in the classroom. The students of the whole class at once, with the teacher doing the timing and the letters being written, received and responded immediately. It is more kind of texting. Meanwhile, the “Takeaway” Dialogue Journals are more leisurely done at home. This will produce longer and carefully composed texts/writings because it is done at everytime the writer wants to offer those thoughtful missive. Moreover, the writer can really pay attention to the grammatical rules, text organization, words choice, cohesion and coherence as well because the writer can consult in his/her dictionary. After that, the writings are mailed to their classroom’s partners by simple hand delivery or email or even putting them into the classroom’s mailbox. The recipients answer the the dialogue journals when

they have time to think about and thoughtfully respond to their partner's notes. They will return them in the same way as they arrive. This “takeaway” dialogue journal takes longer time, for weeks, a semester and even a year.

According to Daniel and Daniels (2013: 108-109), the instructions to do the dialogue journal are as follows.

- a. Sit next to your chosen or assigned partner. Get in a good position for writing.
- b. Get your dialogue journal books ready on the table. Name your dialogue journal book by writing your name, student number and class on a space provided on the cover of the book.
- c. As you write, please follow these rules:
 - 1) Use your best handwriting so your partner can understand you.
 - 2) Don't worry about spelling and grammar. Just get your thoughts out.
 - 3) Draw pictures, diagrams or cartoons if that helps you make your point.
 - 4) Use all the time I give you for writing. Keep that pen moving until I tell you to exchange books.
 - 5) No talking. This is a silent activity.
- d. The first topic was writing a letter. Everyone is going to be writing at the same time. You are not watching or waiting for your partner – you are both writing all the time. It will make sense in a minute.
- e. The writing time will be pretty short, around two up to five minutes per letter. I'll give you warning when there are 15 seconds left each time by knocking the table twice.
- f. Go ahead and write your partner about your thoughts, reactions, questions, or feelings about the story.
- g. OK, time to mail your letters. Exchange with your partner. Now read your buddy's notes and think about it a little bit. Then, just beneath their letter, write back for five three minutes. You can give your reaction, make a comment, ask questions, agree or disagree or raise a new idea. Just keep the conversation going.
- h. Pass again, please. Repeat and continue. Usually three or four notes are just right. Don't time this activity by actual minutes but by watching how kids are coming and by calling “Pass” only when most people have written at least a few lines.

The point to apply this technique is to make the students be able to write as fluently as possible without any hesitation. As mentioned above, the

rules say not to worry about grammar and spelling. On the other side, with a little modification by applying the accuracy aspects of writing into the writing activities, it is possible to mind about language use and writing mechanics when the students are writing.

G. Related Studies

Dealing with the efforts to improve writing fluency performance, there are already some researchers who had been conducting studies on dialogue journal technique.

One of the few studies, which was conducted by Yoshihara (2008), investigated the relationship between dialogue journal writing and improvements in written English and the affective consequences of dialogue journals. This study was conducted for Japanese university students in a year, over two semesters and took three writing classes for the research which each class consisted of 30 students. Unfortunately, only 36 students volunteered to write dialogue journals and in the end, there were only 19 students who continued writing journals throughout the course.

As a result, each student wrote 10 to 14 entries per semester and finally the journal entries could be collected 354 in total. The research showed that there was not really significant improvement in students writing. However, the students found many positive effects on themselves regarded to the use of dialogue journal writing. First, they enjoyed writing about themselves openly and in private, as well as reading the teacher responses. It

also influenced the student-teacher relationship. Second, they got a lot of support and encouragement from the teacher. Third, they developed a more positive attitude through interaction with their teacher as they developed their language skills.

Furthermore, a study on the use of writing journal to improve the students' writing fluency had been conducted by Thohid (2014). She examined one class of eight grade students of junior high school and found the problems related to fluency in writing. She implemented the writing journal as the strategy to improve the students' writing fluency by asking them to write one story per day in the journal books. The study had been conducted for three weeks. Although there were students who did not write regularly, most of them realized that their writing products improved both from the quantity (number of words) and quality aspects (grammar, spelling, punctuation).

In addition, Liao and Wong (2007) examined the efficacy of dialogue journal writing on students' writing fluency, reflections, anxiety, and intrinsic motivation, as well as their responses to dialogue journal writing. The participants were 41 students of tenth grade in Taiwan. Each of them was required to write 24 journal entries at two journal entries per week. The data included 984 students' journal entries, open-ended questions, interviews, and the results of the pre- and post-tests writing performance. The study proves that the dialogue journal writing improved their writing fluency; writing

performance on content, organization, and vocabulary. It also reduced their writing anxiety.

H. Conceptual Framework

Writing is considered as an important skill to master as it is due to the students' learning achievement towards English lessons. The writing process involves thinking skill, creative skill and some tight rules. One of the tight rules is fluency. Fluency does not only happen in speaking skill but also in writing as well. Writing fluency means to write fluently without getting any troubles when the students are in the middle of their writing activity. Whereas, the fact shows us that the students find it difficult to write fluently. Some obstacles dealing with finding the idea of what to write, how to write, word choice, grammatical features make them difficult to produce a good writing product.

Writing fluency concerns for both the quality and quantity of writing. It is not merely about the total of words that are produced in one text but also how well the text is organized. That is why fluency in writing needs very good understanding of accuracy aspects such as grammatical features and writing mechanics.

Their low writing fluency is caused by some factors related to the teacher, the activities done in the classroom and the technique in the teaching and learning process. The teacher mostly used the traditional way of teaching, therefore the students get bored more often. As the solution, the researcher

proposes another way to improve the students' writing fluency that is by using the dialogue journal. This technique is chosen based on a consideration that the dialogue journal can provide the students with more relaxed writing practice opportunities which later can lead them to be more fluent in writing. Moreover, by expressing their ideas freely on the dialogue journal, they are expected to be confident in writing and also they will enrich their vocabulary. It is hoped that this technique can help the students improve their understanding of grammatical rules, become aware of writing mechanics and increase their vocabulary. In addition, it is expected that by implementing the dialogue journal regularly in the language teaching and learning process in the classroom, not only the students' writing fluency will raise but also their motivation and positive attitude towards writing.

CHAPTER III RESEARCH METHOD

A. Type of the Research

This research is an action research study which aimed to identify a ‘problematic’ situation or issue and deliberate way in that situation in order to bring about changes and improvements in practice (Burns, 2010: 2). It is not merely about why we do such a thing in particular, but it is rather to find a solution on how we could do things better.

Burns (2009: 9) proposes Kemmis & McTaggart (1988) chart representing the action research cycle as follows.

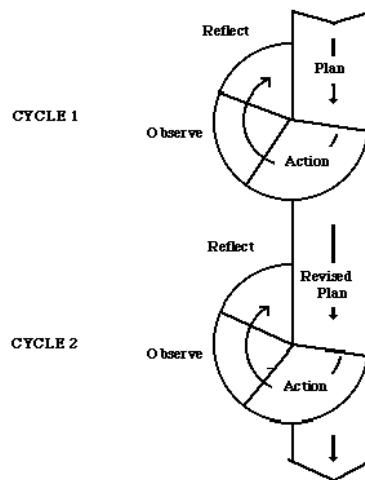


Figure 1: Cyclical AR Model Proposed by Kemmis and McTaggart

Ways on doing action research in the teaching and learning process was begun from determining some plans on the actions that would be performed later. After that, the actions were implemented along with the role of the collaborator to observe the situation during the teaching and learning process. The last was making reflection in which the researcher and the

collaborator discussed and conducted evaluation together based on the teaching performance. Later, according to the results of the evaluation, it could be decided whether they needed to move to the next cycle or not.

According to Burns (2009: 8), the action research model represented by Kemmis & McTaggart has been criticised by some authors because it is too fixed and rigid. On the other hand, it is considered as the best known model and appears in many writings which are pertinent to action research. Despite all the criticisms, this model is very useful and easy to understand since it is able to summarize the important parts of the action research process. Regarding its use, this model is chosen to represent the action research process.

B. Research Setting

1. Place

The research was carried out in SMA N 5 Magelang which is located at Barito II Street, Sidotopo, Kedungsari, Magelang Utara, Kota Magelang. The school has adequate facilities including students' classrooms, laboratories such as computer, language, and science labs, offices for principal, teachers, administrators staff, a guest room, a consoling room, a dormitory, a security office and a mosque. The school also has some fields for regular ceremony, soccer, volley, basket, tennis and parking areas for both the teachers and the students. Most of the classrooms have one LCD projector. The school consists of grades X, XI, and XII. For grade X, the classes are classified into

regular and sport classes. For grade XI, the majors are sport, science (IPA) and social (IPS) programs. For grade XII, the majors are only science and social, and those who were in sport class before will be automatically turned into social program. Each class accomodates 32 students in average.

2. Time

The research was done in the first semester of the academic year 2015/2016. It formally began on July 2015. The research was conducted by following the school's calendar, the classroom teacher's schedule and also the syllabus of the English lesson taught in class X-C SMA N 5 Magelang.

3. Participants

The main subjects of the research were the students of class X-C at SMA N 5 Magelang in the academic year of 2015/2016. As the collaborator, the English teacher helped and observed the classroom situation during the teaching and learning process of English. In addition, the reflections are also done by the research team after each meeting to evaluate the teaching learning process conducted on that day including the progress and obstacles made by the students in order to achieve the better performance in the teaching and learning process.

C. Data Collection

1. Types of the data

The data were gained in the form of qualitative and quantitative data. The qualitative data were collected through interviews and observations,

while the quantitative data were obtained from the students' scores on pre-test and post-test.

2. Data Collection technique

The technique used to collect the qualitative data was through class observation, interview and discussion with the research members. The researcher interviewed the English teacher first, and then had some discussion with her and some students as well. The qualitative data were in the form of field notes, interview transcripts and photographs. The quantitative data were obtained from pre-test and post-test, and the result of both tests would be scored by using rubric scoring techniques that included content, organization, vocabulary, language used, and mechanics.

The detail on the process of collecting qualitative data were explained as follows.

a. Observation

The observations consisted of a school observation and a class observation that were conducted in the reconnaissance stage, and ongoing observations that were conducted during the research. Field notes were used to keep valuable information during the observation processes, starting from asking for the school principal's permission to do the research there until the research was done. Furthermore, important moments were captured and transformed into photographs to strengthen the validity of the study.

b. Interview

There were two kinds of interview conducted in this study. The first interview was with the English teacher and the second interview was with the students. The interview with the English teacher was done at the beginning, in the middle, and at the end of the research to obtain information about the teaching and learning of English and also the problems faced by the students and the teacher as well, and also the students' attitude from her point of view. In addition, students were also interviewed in order to know their feeling towards teaching and learning process, the difficulties they found during the process, as well as their responses to the issues. The interviews both with the English teacher and the students were conducted from the beginning of the research until the end to know the results of the implementation of the dialogue journal technique. The interviews were recorded and then transformed into interview transcripts.

Besides, the quantitative data were obtained from the result of writing tests. The writing tests were given to know the students' improvement in their writing fluency as the effects of before and after the dialogue journal technique was implemented. The tests were in the form of pre-test and post-test.

3. The instruments of the data collection

The instruments used to collect the data were explained below.

a. Interview guidelines

Interview guidelines were used to conduct the interviews well. It enabled the researcher to complete the interviews in a well and sequenced order. In addition, it was useful to make sure that all important and needed information were perfectly gathered.

b. Observation sheets

Observation sheets were used to obtain the data during the research. Also, by having observation sheets, the students' improvement towards the treatment could be observed. It was also useful to examine whether the teaching and learning process conducted in the classroom going on well as planned or not.

c. Writing tests

Writing test were implemented to examine how the students' achievement and progress on their writing. The tests included pre-test and post-test. The pre-test was given before the treatment was implemented while the post-test was given after the treatment was implemented. To gain the scores, the researcher used of an analytic scoring rubric and the number of written word counting. The rubric was proposed by Jacobs et al. in Weighl (2002: 116) as follows.

Table 2: Jacob et al's scoring profile

	LEVEL	CRITERIA
CONTENT	30-27	Excellent to very good: knowledgeable – substantive – through – development of thesis – relevant to assigned topic
	26-22	Good to average: some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail
	21-17	Fair to poor: limited knowledge of subject – little substance – inadequate development of topic
	16-13	Very poor: does not show knowledge of subject – non-substantive – not pertinent, or not enough to evaluate
ORGANIZATION	20-18	Excellent to very good: fluent expression – ideas clearly stated/ supported – succinct – well organized – logical sequencing – cohesive
	17-14	Good to average: somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13-10	Fair to poor: non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9-7	Very poor: does not communicate – no organization, or not enough to evaluate
VOCABULARY	20-18	Excellent to very good: sophisticated range – effective words/ idiom choice and usage – word form mastery – appropriate register
	17-14	Good to average: adequate range – occasional errors of words/ idiom form, choice, usage, but meaning not obscured
	13-10	Fair to poor: limited range – frequent errors of words/ idiom form, choice, usage – meaning confused or obscured
	9-7	Very poor: essentially translation – little knowledge of English vocabulary, idioms, word forms, or not enough to evaluate

LANGUAGE USE	25-22	Excellent to very good: effective complex construction – few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions, but meaning seldom obscured
	17-11	Fair to poor: major problems in simple/ complex constructions – frequent errors of negotiation, agreement, tense, number, word order/ function, articles, pronouns, prepositions, and/ or fragments, run-ons, deletions – meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules – dominated by errors – does not communicate – not enough to evaluate
MECHANICS	5	Excellent to very good: demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, and paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, and paragraphing – poor handwriting – meaning confused or obscured
	2	Very poor: no mastery of convention – dominated by errors of spelling, punctuation, capitalization, and paragraphing – handwriting illegible – or not enough to evaluate

d. A sound recorder

A sound recorder was used everytime the researcher conducted the interviews. Later, the interviews were transformed into scripts and attached on the final report.

e. A camera digital

A camera digital was used to capture important moments during the research. The pictures were able to show the sequences of the research

and the students' progress on writing fluency towards the use of dialogue journal.

4. The techniques of the data analysis

The technique of the data analysis was adapted from Burns (2010: 104-105). The steps are as follows.

a. Assembling the data

In this step, all the data were collected along with the reflections during the process of the research. The data were then identified to find the ideas that seemed to answer the initial/revised questions. The data including the students' writings, field notes, the interview transcripts and the observation sheets were gathered to know the overall information of the research. The data were useful to know the answers of the questions. The data later were identified according to the problems appeared in the field and the improvement shown by the students.

b. Coding the data

The next step is coding the data into more specific patterns or categories. The data were classified into which one belong to qualitative and quantitative data. The qualitative data were gathered from observation, field notes and interview with the English teacher and the students as well, while the quantitative data were gained from the students' scores on both pre-test and post-test. The observations were done before and during implementation of the technique,

therefore it showed the problems found in the field and the solution needed to solve the problems. Moreover, from the observation result, it could be seen the difference of the students' achievement in writing at the time before and after the dialogue journal technique was implemented. The field notes were also used to keep the valuable information during the research, dealing with the students, the English teacher and the teaching learning process in the classroom. The interview transcripts were to answer every important question that showed the difference before, during and after given the technique of the dialogue journal.

c. Comparing the data

After the coding is complete, the data categories or patterns are compared across the different sets of data to see whether there is contradiction or not. The results of the interviews were transcribed and then compared to the observation results to see whether the results were in accordance or not. The comparison were made between the interviews held by the research team (the English teacher and the researcher) and observation results, while the students' interview were being compared to the observation on how the students' progress during the English teaching and learning process.

d. Building meanings and interpretations

This step is making interpretations by reflecting beyond the surface details. The way to interpret was by looking thoroughly at the whole

concept, not just step-by-step description that had been collected before. For every meeting of the research, the reflection was made from the research team. The reflection was done to evaluate the teaching and learning process during the day and to make better performance for the next. Moreover, by analyzing the data that have been gathered, the interpretation was made by looking at the whole concept, the overall process during the research.

e. Reporting the outcomes

This part dealt with how the research was presented and what things that had been found were needed to tell to readers. It is important to look from the beginning until the end of the research, not just slightly the findings and its analysis. After the research done, it is important to present the whole process and the results. Not only the findings are important, but the readers also need to know how those results are gotten. Therefore, reporting the process of the research from the beginning until the end is important. It can be started from the condition when the students have not got treatment yet until how well their progress shown after being given the implementation of the technique. Moreover, every progress and lacks are presented along with the data that have been gathered before to show the evidence.

In this research, the qualitative data were gathered in various forms. To obtain the qualitative data, the researcher described the process during the actions in the forms of field notes, interview transcripts, observation

checklists and the students' writing. Firstly, the researcher looked up the findings as genuine data. The data were then reread and scanned to analyze the description of opinions, performances and the results of the research to acquire general information. The qualitative data were managed by considering which information that belonged to certain concepts such as problems related to the students from the teacher and the students' points of view and the teaching and learning process of English. After that, the interviews with the students and the teacher of English as collaborator were transcribed to show the progress of the implementation of the technique used in the classroom.

In addition, the researcher and the collaborator shared their ideas, opinions, and comments about the implication of the action research. The collaborator always gave feedback for every meeting to evaluate the teaching and learning process that day and to make better performance for the next meetings. It was important to avoid the subjectivity in analyzing data and getting trustworthiness.

The quantitative data were analyzed by using a descriptive analysis method. Soon after the quantitative data had been collected, they were input into a large list named code book (Soeharto, 2003: 143). The list contained a series of numbers represented the subjects, a set of variables involved in the writing fluency assessment, and the scores gained by the subjects for each variable. Since the researcher made use of the writing scoring rubric, there were also some extra columns to show the sub-variables such as contents,

organization, language use, vocabulary, and writing mechanics. Each of them was determined by certain scales. Moreover, the results of the pre-test and post-test' scores were used to obtain the data by comparing the mean scores of the students' writing.

D. Data Validity

There are five validity criteria that can ensure the data validity of this action research. The five validity criteria are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity (Burns 1999:161). The application of those categories in this research are described as follows.

1. Democratic validity

It is related to stakeholder's chances to give their opinions, ideas, and comments about the implication of the action research.

To fulfill this category, the researcher collaborated with the English teacher to give opinion and suggestion towards the research and the English subject. In addition, the students' view towards the research was also acquired to strengthen the data.

2. Outcome validity

It is related to the outcome achieved in the research. This validity proves the actions implemented in the action research can really solve the problem.

The validity was fulfilled by the improvement of the students' writing fluency as the main purpose.

3. Process validity

It means the actions that are done in the research are believable. The processes of the research are arranged as well as possible.

To gain this validity, the observations were conducted from the beginning of the research to the end. Furthermore, field notes and observation checklists were used to keep valuable movements during the research, so that how well the processes and the students' improvement towards writing fluency could be seen.

4. Catalytic validity

It concerns with how the research leads the participants to better understanding and takes further actions.

This research had fulfilled this validity since there were some positive impacts after the action being implemented. The first was the teacher's knowledge about English teaching techniques was enriched. Next, the technique gave positive result for the teacher since it might be applied later by her when conducting teaching and learning process of English. The second was that the students' motivation towards English learning especially for writing activity were increased. They found it interesting to do the dialogue journal activities during the teaching and learning process in the classroom. The last was the atmosphere created in the classroom were relaxed, so it enabled the students to reduce their stress towards English lesson. Finally, they were able to produce more ideas and words to be put into written texts.

5. Dialogic validity

It means that the stakeholders who are involved play active roles in the process of the research.

This research involved the English teacher as the collaborator who also observed during the research process. This validity was fulfilled by holding discussions with the English teacher as the collaborator before, during and after the implementation of the actions.

E. Data Reliability

Trustworthiness is another important aspect that needs to be fulfilled besides the research validity. In this research, to enhance the trustworthiness of the data and the subjectivity in analyzing them, the researcher used triangulation. Burns (2010: 97) proposes three forms of triangulation: time triangulation, space triangulation, and investigator triangulation.

1. Time triangulation

The data were not only collected at one time but added and completed over a period of time during the research. Before the research was done, the data were gained by the observation on the English teaching and learning process. To strengthen the observation result, the interviews were also done with the English teacher and the students as well to gain deeper information. After that, the data were acquired during the implementation of the research which were happened for four meetings. The data were

obtained through various methods such as observations, interviews and writing tests.

2. Space triangulation

The data were collected through various processes involving the students with various background of knowledge and different levels of English proficiency. Since then, the result of the studies conducted was based on different groups. Every student had different characteristics and language level of proficiency. The classroom consisted of 32 students which provided the various background of knowledge and they could be grouped based on the characteristics. Therefore, the results of the research were according to different groups on the class.

3. Investigator triangulation

In this research, the researcher did not stand independently since the English teacher was fully involved as the collaborator and observer. The collaborator was actively played the role of being observer and helped the researcher conduct the research to be successfully done. The analysis was developed from the English teacher and researcher's point of view based on observations and reflections made during the process of the research. Therefore, vague observation results and perspectives could be avoided.

F. Research Procedure

This research followed the steps of action research designed by Kemmis and McTaggart in Burns (2010: 8). The steps which were implemented in each stage involved reconnaissance, planning, action, observation, and reflection.

1. Reconnaissance

In this stage, the observation was done to examine the teaching and learning process of English happened in the classroom and the interviews were gathered with the English teacher and the students as well to gain important data. The observation was focused on collecting information related to the students' writing abilities especially for writing recount texts before implementing the dialogue journal technique to know the problems that existed there and the causes of the problems as well. A limited preliminary observation and interviews were conducted in purpose to identify the problems from both parties, the students of class X-C of SMA N 5 Magelang and the English teacher.

2. Planning

After the problems had been identified successfully, the research team discussed the best way to solve the problems and to bring improvement in quality of teaching and learning process. In planning the actions, the research team worked together to prepare the techniques, materials and the actions to be performed as well as the instruments to collect the data

during the research. Those were implemented in order to solve the problems in the class of X-C of SMA N 5 Magelang.

3. Action

After the plans were well decided, the actions were performed in the field. They were done in two cycles which each cycle took of two classroom meetings. Before the actions were implemented, the students were given a test to examine their ability in writing recount text. In addition, at the end of the cycle, a test was administered to the students to examine how far the implementation of the dialogue journal technique in the cycle influenced their writing fluency.

4. Observation

During the actions, the English teacher as the collaborator acted as an observer that monitored the students' behavior and observed on everything happened in the classroom. Based on the results of the observations, the research team made reflections on the previous activities and determined the changes of actions they would do on the next meeting.

5. Reflection

The research team reflected on and evaluated the effect of the actions implemented in the first cycle. After that, the effects and obstacles during the actions were analyzed in order to tell what had happened and to understand more deeply about the issues. Moreover, the English teacher and the students as well were interviewed to know their opinions and

feelings towards the actions. Based on the those data, the next cycle was planned to make more significant improvement.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the process of the study conducted in cycle 1 and cycle 2 as well as the results of both cycles. Each cycle consists of planning, action, observing, and reflection. The results of quantitative data obtained during the research are also presented to support the qualitative data. The details of the process are described as follows.

A. Reconnaissance

1. Identifying Field Problems

In identifying the problems related to the teaching and learning process of English and also the ability to write recount text in class X-C of SMA N 5 Magelang, the English teacher and also some of the students of class X-C were interviewed. The interviews with the English teacher were done in the teacher's room and once in her house, while the interviews with the students were done in the library. All the interviews during the research process were done after the end of the classroom meetings. Moreover, preliminary observation was also done before the implementation of the actions together with the English teacher who acted as the collaborator.

As stated by Langer and Applebee (1987: 151) that writing supports thinking and learning about the subjects that the students are expected to learn. They need opportunity to write, they need to work on different types of writing, and they need to know that the writing is connected to the kind of learning the teacher expects them to gain from any given activity. Hence, the English teacher must

provide the students with different kinds of activities to develop the students' interest and creativity in writing. The details are explained as follows.

One of the problems shown during the preliminary observation was the English teacher's way of teaching. She taught writing skills but lacked writing activities. She gave many activities related to reading skills but only a few tasks for writing, such as reading recount texts and answering the comprehension questions for every meeting. The writing activities were just writing down the answers of the comprehension questions and filling in the incomplete passages. The students did not get enough facilitation to write. Furthermore, when teaching generic structure of recount text, the English teacher simply told it without asking any question to stimulate their thinking ability in analyzing problems. The evidence can be seen from the following vignette and interview transcript.

The teacher told the students about the generic structure of recount texts directly without giving them any clue first. It made the students just accept the materials. Indeed, the students needed to be given some clues to stimulate their brain to think first before given input, like questioning them about what each paragraph in recount texts usually told them.

(FN.02-27/07/2015)

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- R :Bagaimana dengan kegiatan writing di kelas, Bu? (How were about the writing activities happened in the classroom, ma'am?)*
- T :Ya kalo lancarnya sih lancar tapi anak-anak sebagian besar banyak ini kendalanya lambat di dalam menuliskan. Misalnya kita beri waktu seperempat jam untuk menulis teks recount hanya simple. Ya simple tapi anak-anak terkadang hanya dapat dua kalimat tiga kalimat. (Well, they were fluent enough but most of the students were slow in writing. For example, we gave fifteen minutes to write a recount text, it would be very simple. Yes simple, but they sometimes only could produce two or three sentences.)*
-

Interview 1

-
- R* :Apakah guru kalian memfasilitasi dalam aktivitas menulis di kelas? (Did the teacher facilitate you for writing activity in the class?)
- S25* :Tidak (No, she didn't)
- S8* :Tidak (No, she didn't)
- S16* : Ya kadang-kadang.(Yes, sometimes)
- R* : Seperti apa? (Like what?)
- S16* :Ya kemarin itu dikasih PR bikin teks recount.(Yes, we were given homework to write a recount text yesterday).
-

Interview 2

In addition, when teaching one of the language features of recount texts which was the simple past tense, she explained the rules using simple sentences and then the students were asked to do tasks of simple past tense. Most of the past tense tasks were dealing with completing the sentences using the past verbs. The activities of understanding the simple past tense just stopped there, the students were not taught how to write sentences using the simple past tense step by step. In fact, the students needed to understand how to put nouns, verbs, adjectives, adverbs, article, pronouns into a correct order of sentences. They lacked information and knowledge which resulted in the confusion to write sentences. The following is a part of observation field notes indicating the problem.

In explaining the simple past tense, the teacher only gave the rules “S+V2” to the students along with one example of each positive, negative and interrogative sentence. The students were asked to write sentences but the teacher did not provide them with enough material to stimulate the ideas for students to write.

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Furthermore, based on the interview with the students held in the library, they found it difficult to deal with the simple past tense. They often forgot the past verb forms although they had been taught the lesson before. That is due to the habit to

memorize the rules of the simple past tense rather than to comprehend the use of the simple past tense for writing sentence. Below is the evidence.

-
- R* : *Apa saja kesulitan yang kalian temui saat menulis terutama menulis teks recount?* (What are the difficulties you find when dealing with writing activities especially in writing recount text?)
- S8* : *Suka lupa sama itunya, apa verb-2 nya itu lo.* (I likely forgot the past verb forms.)
- S25* : *verb dua miss* (second verbs, Miss)
-

Interview 2

The next problem was the English teacher did not provide the students with any vocabulary to help the students produce their writing. They did not have efficient time to learn new vocabulary in the classroom. The reason why the English teacher did not provide vocabulary was because she asked the students to bring their dictionaries everytime they attended English class. In fact, many of them did not bring the dictionary and finally the teacher asked one or two of them to borrow some dictionaries from library. From several points of view, it was not effective, both from the time used and the speed in finding appropriate vocabulary in dictionary.

The English teacher did not provide the students with a list of vocabulary needed for the topic of that day's meeting because she had told the students to bring dictionary for the English lesson. Indeed, many of them did not bring dictionary and finally two students went to library to borrow dictionaries. It took quite a long time and resulted in discouragement to use the dictionary. Moreover, after the two students went to the library, the class's condition was not well-controlled because not every student did the task while having the dictionary with them.

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Next, from the class observation, the students' lacks in writing were also revealed. They were confused to express the ideas to be put into written text. Moreover, it was even more difficult to find the appropriate words for what they

wanted to express. Facing many difficulties made them annoyed and lazy to write English. In sentence level, they even could not understand how to put many words together correctly. Constructing long sentences were very difficult for them. Even if they made long sentences, they were grammatically incorrect. The English teacher also mentioned that asking the students to write was not easy. Expecting them to write fluently and correctly just resulted in disappointment. The most difficulty faced by the students was on vocabulary.

Writing has become neglected skill among others like reading, listening and speaking. Supported by Harmer (2007) who mentions that during the process of producing the language, language activation occurs in which the all and/ or any languages knowledge already mastered are used. That is why writing is considered to be more active than other receptive skills, reading and listening skills. The following excerpt shows the difficulties faced by the students when conducting written text. In line with this, the pre-test day proved their problems related to writing recount text and the reasons behind their unwillingness to write in English.

When the students were asked to fill in the incomplete passage of recount text, they took time so long. They looked for the meaning of the words they did not know from the text in the dictionary. Therefore, when the time was up, they just filled in two up to three answers. Even, some of them have not answered yet. It caused the teacher to give additional time to finish the task.

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Moreover, based on the interview held between the research team and the students as well, the difficulties faced by the students regarded to writing a

recount text were vocabulary, expressing ideas and grammar. The evidence is shown below in the form of interview transcripts.

-
- R : Apa saja kesulitan yang ditemui siswa dalam belajar writing terutama dalam menulis teks seperti recount? (What are the difficulties faced by the students in writing especially writing a recount text?)*
- T : Pertama mungkin dia terkendala oleh vocab, penguasaan vocab. Kemudian yang kedua mungkin para siswa sebenarnya mengalami kesulitan dalam menuangkan ide-ide mereka atau menuangkan bentuk kata-kata atau kegiatan-kegiatan atau aktivitas-aktivitas yang akan ditulis karena terkendala dengan satu tadi yaitu vocab dan menulis sesuai dengan grammar. (First, maybe the obstacle is vocabulary. Then, the second may be the students get difficulties in expressing the ideas or expressing the words forms or activities which will be written because of the obstacle I have mentioned before, which is vocabulary and writing in grammatically correct.)*
- R : Apa saja permasalahan yang ibu temui dalam mengajarkan writing di kelas tersebut? (What are the problems that you find in teaching writing in that class?)*
- T : Kendalanya ya mungkin, mungkin apa ya ini mbak anak-anak agak kurang, kurang bisa mengembangkan kemampuannya mungkin karena juga faktor apa ya? (The obstacle may be, may be the students were not really able to develop their abilities, may be also because of the factor like, what is it?)*
- R : Takut ya, Bu? (They were afraid, ma'am?)*
- T : Takut, kemudian juga ini dia bisa kok kalau dalam Bahasa Indonesia tapi untuk menuangkan dalam Bahasa Inggris terkendala di penguasaan vocab-nya yang terbatas. (Yes, afraid, and then they could write in Indonesian but to write it in English, they found it difficult related to limited vocabulary mastery.)*
-

Interview 1

-
- R : *Menurut kalian, menulis itu mudah nggak?* (Do you think writing is easy?)
- S8 : *Ya kadang mudah kadang enggak.* (sometimes easy, sometimes not)
- S25 : *Ya kalau kata-katanya susah ya susah nulisnya, kalau gampang ya gampang.* (If the words (vocabulary) are easy, it will be easy too to write, but if the words are difficult, then it will be difficult to write.)
- S16 : *Ya sulit karena nggak tahu artinya itu.* (It is difficult because I do not know the meaning.)
- R : *Apa yang membuat kalian takut menulis menggunakan bahasa inggris?* (What makes you afraid to write in English?)
- S8 : *salah* (wrong)
- S25 : *takut salah* (afraid if it is wrong)
- R : *Kalau salah dimarahin begitu?* (If wrong, you will get scolded, thing like that?)
- S8 : *Ya enggak, tapi kalau salah kan malu.* (No, it won't. But it will be shameful.)
- R : *Apa saja kesulitan yang kalian temui saat menulis terutama menulis teks recount?* (What are the difficulties that you found during writing especially when writing a recount text?)
- S25 : *emm, nyusun kata.* (Emm, constructing the words.)
- S16 : *eemm, apa. . . idenya, ceritanya, sama nyar bahasa inggrisnya.* (What is that? The idea, the story, and also the words.)
- R : *vocabulary ya?* (Is it vocabulary?)
- S16 : *Iya* (Yes)
-

Interview 2

During the process of teaching and learning in the classroom, some of the students in the back row did not pay attention to the English teacher's explanation. There were the students in a group talked to each other and some others listen to the music using earphone from their gadgets and some others chatted using their cell phones. The English teacher failed to draw their attention. The students were not ready to get the lesson even when the class had started. It could be seen from the phenomenon that around four to six students were standing in front of the classroom while playing some jokes even they knew that their English teacher was heading to their classroom. Moreover, some students still ate some snacks in

the classroom when the teacher was already in the class. This also showed how indisciplined the students were.

The English teacher focused on her responsibility to explain the materials to the students, but she missed the important point which was getting students attention and enthusiasm while she delivered the materials. Most of them got bored and resulted in talking to their nearby friends, playing with their cell-phones, and listening to the music while pretending to pay attention to the teacher.

(FN.02-27/07/2015)

Witnessing the phenomenon above, the researcher asked one of the students who did not pay attention to the teacher. He admitted that the lesson was boring, the English teacher told the materials in the way more likely a story telling, resulted in feeling sleepy easily. Another student said that the English teacher did not provide the students with much interesting media instead of many words put in power point slides. When asked about the interesting media such as pictures and videos, they nodded for sure it would attract their interests to listen to the teacher.

-
- R : Mengapa kamu tidak memperhatikan apa yang disampaikan Bu Ind? (Why didn't you pay attention to what Mrs. Ind has explained to you?)*
- S : Bosan kok, Bu. (It is boring, ma'am.)*
- R : Apa yang membuat kamu bosan? PPT-nya atau penyampaiannya? (What made you bored? Is it the powerpoint slides or the way she delivered the materials?)*
- S : Dua-duanya, Bu. Ibunya kaya ndongeng kalau ngajar. Terus PPT nya isinya tulisan semua, yang di handout juga tulisan semua. Males Bu bacanya. (Both of them, ma'am. Mrs. Indri taught us like doing a storytelling. Then, the power point slides consisted of words only, and also the handout, both of them were full of written texts. It made us lazy to read.)*
- R : Kalian senang kalau dikasih materi berupa gambar atau video gitu? (Do you like if given materials in the forms of pictures and videos?)*
- S : Wah iya Bu biar nggak monoton. (Yes, ma'am, it is useful in order that it is not monotonous.)*
-

Interview 2

Undoubtedly, a new way was needed to bring the students into writing practices which was interesting and motivating. The atmosphere of the writing practices also had to be relaxed so the students did not stress everytime they were asked to write especially on recount text. When they felt relaxed and enthusiastic, they would be freely open up their minds and expressed their ideas more easily than that before. From the explanation above, there were found several problems happened during the teaching and learning process of English in class X-C faced by both the students and the English teacher. The following table shows the identified problems.

Table 3: The field problems of the X-C Class of SMA N 5 Magelang

No.	Problems	Code *)
1.	The teacher explained the generic structure of the recount text directly, no stimulation to let the students think first before accepting the materials.	T
2.	The teacher gave limited writing activities for the students, just like completing sentences, paragraphs and homework to write a recount text.	CA
3.	The teacher did not teach the students how to write sentences step by step.	T
4.	The teacher did not provide the students with any clue for the students to express their ideas to be put into writing sentences.	T
5.	The students were very low in vocabulary mastery.	S
6.	The students found it hard to express ideas because they could not find the appropriate words they needed.	S
7.	The students often forgot the verbs of the simple past tense because they just memorized the verbs.	S
8.	The teacher did not provide the students with vocabulary to help the students produce their writing.	MT
9.	The students did not bring dictionaries although they had been told to bring one.	S
10.	The students were afraid to write because they thought they were going to do mistakes and then they would be ashamed.	S
11.	The students were not ready when the lesson was about to start.	S
12.	The teacher focused on teaching only, without caring to draw students' attention.	T
13.	The teacher put words only on their power point slides.	M
14.	The handout was full of writing, no pictures or another interesting material to catch students' enthusiasm in writing.	MT
15.	The activities of writing done in the classroom were monotonous, only reading, filling in the incomplete passages and listening to the teacher's explanation.	CA
16.	The teacher's style of teaching was like a story telling activity which caused the students to get bored and sleepy.	T
17.	The students in the back rows often talked to their nearby friends, chatted via social media and even listened to the music using earphone.	CM

*) S :Students

T :Teacher

M :Media

MT :Materials

CA :Classroom Activities

CM :Classroom Management

Considering the problems related to the teaching and learning process of writing skill, the problems can be categorized into four main points.

- a. The English teacher's style and way of teaching English.
- b. The students' attitude towards writing skills.
- c. The students' abilities and competencies in writing skills.
- d. The classroom management.

After determining the problems, it was seen more clearly that many obstacles faced by the students which resulted in the low achievement of their writing. It was also believed that the teaching and learning process of English especially writing skill in class X-C absolutely needed to be improved.

2. Selecting the Problems to Solve

Based on the preliminary observation in the classroom, it was found that the teaching and learning process of writing skills in class X-C in the first semester seemed to be monotonous and lacked of tasks and practices. The students did not receive enough input for their writing competencies. Furthermore, the English teacher failed to draw the students' attention because she did not teach the materials in interesting way. The English teacher did not interact with the students multiple times, she would rather explain the materials and then gave exercises to the students.

Considering the time, efforts, priority and feasibility of the problems to solve, it was not possible to overcome all the problems found in the field. As stated earlier in the beginning of Chapter I, the research only focused on improving the students' writing fluency through the use of the dialogue journal. Regarding to the

needs to improve the students' writing fluency, more practices were provided for them to write in relaxed atmosphere and interesting way. The use of the dialogue journal was able to attract the students' enthusiasm towards writing because the students did writing activities which were like mailing to each other. In line with this, Tompkins in Isabell (2010: 17) stated that most importantly, dialogue journals are an authentic writing activity and provide the opportunity for real communication between students or between a student and the teacher.

Below is the list of feasible problems to be solved according to the results of the preliminary observation and interviews that had been conducted before the research was implemented.

- a. The class management was not good because the teacher could not get the students' attention when delivering the materials. The students found that the teacher's teaching way was boring.
- b. The knowledge as input for the students' writing skill was very limited. The students' attitude towards writing skill was negative which also influenced their motivation to write. As a result, the students' writing skill was still far from satisfaction. The English teacher did not provide any new vocabulary to the students. She asked them to bring the dictionary but in fact, they were lazy to bring it when attending the English class. They would rather ask their friends or the teacher about the English words than finding the words by looking up in the dictionary.

- c. The students found it hard to express their ideas to be put into written products. The students needed to be given some clues to help them state their ideas.
- d. There was no variation in tasks, exercises and practices which could contribute to maximize their abilities in writing.
- e. The English teacher gave less motivation to the students to write which resulted in the fear of the students to write. She just corrected their writing based on grammar rules. They were also discouraged to write because they saw their writing were bad after being corrected by the teacher. They were afraid to make a try in writing because they felt like their writing would always be bad.

3. Determining the Actions to Overcome the Problems

Based on the selected problems, several actions were decided by the research team to overcome those problems. The table below shows the selected problems and also the actions needed to solve the problems.

Table 4: The Actions Implemented to Solve the Problems

No.	Problems	Actions
1.	The English teacher put the materials in monotonous way both for power point slides and for handout.	<ul style="list-style-type: none"> ▪ The researcher prepared a video for fun learning and to attract the students' attention. ▪ The researcher provided the students with pictures for some tasks in every handout. ▪ The researcher displayed some of the students' writing to be evaluated together.
2.	The students' motivation to write was still low.	<ul style="list-style-type: none"> ▪ The researcher motivated the students that writing is not difficult through responding their works in the dialogue journal books. ▪ The researcher created relaxed atmosphere in the classroom to make them enjoy to write.
3.	The students' vocabulary mastery, the simple past tense and writing mechanics were still low.	<ul style="list-style-type: none"> ▪ The researcher provided the students with activities that will enrich their vocabulary in their worksheets. ▪ The researcher showed and reminded the use of the simple past tense, punctuation and capitalization in their writing.
4.	The students found it hard to get ideas and generated them into written texts.	<ul style="list-style-type: none"> ▪ The researcher gave some clues to the students related to topics they would write.
5.	The English teacher did not vary the activities of writing in the class.	<ul style="list-style-type: none"> ▪ The researcher provided the students with different activities in their worksheets.

In formulating the actions to overcome the problems, the research team discussed and made agreement together about the actions. The collaboration was conducted to determine and to plan the actions so that the problems could be really solved and the students' needs could be fulfilled. Besides, this collaboration fulfilled one of validity criteria, democratic validity, which allows multiple voices

to be involved in the research. Furthermore, several preparations were also conducted to support the success of the implementation of the actions. They were listed as follows.

- a. Developing the research instrument
- b. Preparing course grid and lesson plans
- c. Determining the teaching and learning activities
- d. Developing the materials
- e. Formulating the tasks
- f. Designing the media

B. The Research Process

In this part, the process of the research is described in detail. The research was divided into two cycles which consists of two meetings per cycle. The discussion of the first cycle is presented below.

1. Report of Cycle 1

In the first cycle of the research, the actions were planned to be carried out in two days of classroom meetings. The research team (the researcher and the collaborator) agreed to perform the actions by implementing several important things as presented in the following discussion.

- a. Planning the Actions
 - 1) First Meeting
 - a) The researcher explained the social function and generic structure of recount texts, and also the first language feature of recount texts which was the use of

the simple past tense in recount texts. The simple past tense was taught early because the students often forgot to use past verb forms in their stories.

- b) The researcher showed a video of the simple past tense to gain the students' interests and to apply different input than usual, which was using the video.
- c) The researcher provided the students with a model of recount texts functioning as the input of language.
- d) The researcher gave the students tasks related to analyzing the social function and the generic structure, as well as the simple past verbs used in the text which were done individually and in pairs.
- e) The researcher always provided the students with the list of vocabulary to be used in their writing.
- f) The researcher used the dialogue journal technique starting from the first until the last meeting. The details of the use of the dialogue journal technique are as follows.
 - i. The students sat next to their partners.
 - ii. The students worked individually on their dialogue journal books.
 - iii. Each of the students wrote and after a limited time determined by the researcher, they had to exchange their stories with their partner.
 - iv. There was no talking and just kept the pen moving until the time ended.
 - v. The topics to write in the dialogue journal books were different for each meeting. Some were determined by the researcher by looking at the students' needs and some others were determined by the students' own interest. For the first meeting, the students were asked to write a reply

for a letter. The researcher always gave guidance in order to make them more easily in expressing their ideas.

- vi. The time allocated for writing in the dialogue journal books was five minutes. And then, responding to each other was two minutes only. The exchange was done twice.
 - vii. In the end, the dialogue journal books were submitted to be evaluated by the researcher and to see the students' progress towards the technique.
 - viii. The researcher gave feedback to the students' writing by giving praise and motivation to the students to write more and more, not to criticize the students' writing.
- g) The observation sheets were provided for the researcher herself and also for the English teacher as the collaborator to observe and record the teaching and learning process in the classroom during the research. The observation sheets were used to evaluate the actions done from the beginning until the end of the lesson, whether it went well as planned in the lesson plan or not.
- h) The researcher reminded the students to pay attention to the aspects of mechanics such as spelling, punctuation, and capitalization in their writing.
- 2) Second Meeting
- a) The researcher reviewed the previous meeting materials by asking some questions related to it.
 - b) The researcher explained the second and third language features of recount texts which were proper nouns and action verbs.

- c) The researcher provided the students with a model of recount texts functioning as the input of language.
- d) The researcher provided the students with action verbs in the forms of pictures showed in the power point slides.
- e) The researcher gave tasks and exercises related to the use of action verbs and proper nouns in recount texts.
- f) The researcher made use of pictures in the tasks to make the students interested in doing exercises.
- g) The same plan as for the first meeting, the dialogue journal was done in this meeting. The details of its use are as follows.
 - i. The students sat next to their partners.
 - ii. The students worked individually on their dialogue journal books.
 - iii. Each of the students wrote and after a limited time determined by the researcher, they had to exchange their stories with their partner.
 - iv. There was no talking and just kept the pen moving until the time ended.
 - v. The topics to write in the dialogue journal books were different for each meeting. In the second meeting, the students wrote a memorable childhood experience. The researcher always gave guidance in order to make them more easily in expressing their ideas.
 - vi. The time allocated for writing in the dialogue journal books was five minutes. In addition, responding to each other's stories was two minutes only. The exchange was done twice.

- vii. In the end, the dialogue journal books were submitted to be evaluated by the researcher and to see the students' progress towards the technique.
- viii. The researcher evaluated the students' writing by giving praise, courage and motivation to the students to write more and more, not to criticize the students' writing.
- ix. The observation sheets were provided for the researcher herself and also for the English teacher as the collaborator to observe and record the teaching and learning process in the classroom during the research. The observation sheets were used to evaluate the actions done from the beginning until the end of the lesson, whether they were going on well as planned in the lesson plan or not.
- x. The researcher decided to remind the students to pay attention to the aspects of mechanics in their writing such as spelling, punctuation, and capitalization in their writing.

b. Implementing and Observing the Actions

The actions for the first cycle were conducted in two classroom meetings which were held on 19th and 24th August 2015. The researcher acted as the teacher who delivered the materials, while the English teacher acted as the observer who observed and examined during the teaching and learning process. The complete description of the actions in Cycle I was presented as follows.

1) First Meeting

The first meeting was held on August 19th, 2015. Before the teaching and learning process began, the researcher asked the students' condition followed by checking the students' attendance. Then, she gave pre-test to the students. After that, she gave away the dialogue journal books for each student. Then, she explained about the meaning of the dialogue journal technique, the ways to do the dialogue journal, and also the rules to deal with it.

The explanation on the dialogue journal technique was displayed on power point slides. The first was describing about the definition of the dialogue journal technique, then explaining about how to do the dialogue journal. After that, the students were explained the rules when doing the dialogue journal and were shown the examples of the simple dialogue journal as well. The researcher together with the students discussed the content of the example of the dialogue journal, so that every student could get clear concept about that. In addition, the students were given chances to feel free to ask when they found it difficult to get ideas to write.

After the dialogue journal's introduction, the next session was started, dealing with recount text. The students were asked about their activities they did during holiday including Independence Day and Eid Al-Fitr Day. They were asked whether they had ever made a story on their holiday or not. And the students answered that they had ever written that kind of story before. The students were then asked about how they called that kind of story/text. When the students answered recount text, the next questions were about the purpose and the

generic structure of the text. Most of the students answered correctly, meaning that they still remembered about it. Since there were still some students who did not answer properly, the researcher repeated the social function and the generic structure of the recount text, so all the students could understand well. Those questions aimed to recall the students' memories and knowledge about their past events which exactly known as a recount text and also to check their preliminary understanding before moving to further explanation.

The next part was showing a video of the simple past tense to the students. The students paid full attention to the video, and when they were asked about what the video was about, the students answered that it was about activities. They were being asked again about what activities shown in the video, how the speaker described the activities, when it happened, what verbs used there, and how we called the verbs which were in the past forms. They excitedly answered all the questions and finally they mentioned about the simple past tense. The students got all the answers well except when being asked about subjects used in the sentence. The researcher wished to hear the students mentioned about personal pronouns, but none of them did. Realizing that they did not have any background knowledge about personal pronouns, she then explained about the personal pronouns used in recount texts. To check their understanding, they were asked whether there were any questions or not, and none of them asked so the students' understanding was checked by asking about the materials they got up to that point. As expected, the students could answer well. After that, the worksheets for that day's meeting were given to each of the students.

After making sure everyone had got the worksheet, this session was started by asking one student named Ichsan to read a model of the recount text functioning as input of language for them to understand the further explanation. The students were told that while one student read the text, the others should listen and paid attention to the unfamiliar words they found in the text. After reading the text, the students together with the researcher discussed the organization of the text. The students were given the meaning of the unfamiliar words orally and were asked to write them in their worksheets.

Next, the students were asked to make pairs with the person next to them. They were asked to find and then wrote the verbs and the personal pronouns used in the text they had read before. After finishing the task, the researcher together with the students discussed the answers. Before moving to the next task, she reminded the students about the sentences showed in the video a few minutes ago. They were asked about how to write sentences using the simple past tense. To make the students have better understanding, the formula of the simple past tense sentences were explained along with the way to write positive and negative sentences using the simple past tense. Moreover, she differentiated how to use the simple past tense in sentences which told past events were and which told past conditions. After making sure that the students understood the explanation well, they moved to the next activity. Still in pairs, they were asked to write sentences based on the pictures. They were guided on how to write the sentences as shown in the example. The students did not seem to find any difficulties. After checking the answers, they moved to the next task which was dealing with personal

pronouns. The students were asked to put the personal pronouns for each sentence as in the example. When checking the answers, fortunately every student answered all the questions correctly.

The next activity, the students were asked to work in groups of four. They were going to do vocabulary practice in the form of puzzle. They seemed to be excited as they saw a puzzle box in their worksheets, because it was fun and unusual for them to have that kind of task during the lesson. The students directly did the task even when they were still explained about the instruction on how to do the task. They could easily find the past verb forms in the puzzle. After that, when they were asked to write a sentence for each verb they had found as in the example, they seemed to less encouraged. With some guidance and vocabulary showed in the power point slide, finally they could formulate their sentences. Some students wrote their answers in the whiteboard. After discussing the answers, the researcher found that they usually did not put full stop in their sentences, and did not care about capitalization as well. She soon corrected the sentences while telling the students to always put capital letter in the first letter of their sentences and also full stop in the end of the sentences.

The last activity was dealing with the dialogue journal. The students were passionate as soon as they heard about that. They were given a short letter telling an embarrassing moment. Then, they were given some guidance to write a reply for that letter. In other words, they were asked to respond that letter individually. Since it was dialogue journal activity, they were once again being reminded about the rules and the steps to do it. They were also told that the time allotted for

responding to the letter was two minutes. The researcher would give knock twice if the time left was ten seconds, and one knock to signal the exchange of the stories. After two minutes writing, each student had to exchange their dialogue journal books with their partners, and their partners then read the stories. After that, the partners should write responses as what they had done before. After two minutes, the dialogue journal books were given back to the owners. Although the activity seemed to run well, some male students did not follow the instructions on time. They still wrote when asked to exchange books. Since the time was up, the dialogue journal activity was ended there. The students were disappointed, they said they wanted to continue that activity, but then they felt happy when they were told to do the dialogue journal activity again in the next meeting.

The lesson was ended by taking the students' dialogue journal books and reviewing the lesson that day. After making the conclusion, students and the research team as well ended the class by praying and greeting.

2) Second Meeting

The second meeting was held on August 24th, 2015. As before, the researcher acted as the teacher while the English teacher acted as the collaborator who observed and examined the teaching and learning process. Before entering the class, the English teacher said that the time allotted for the meeting on that day was reduced for about twenty minutes. That was because after the flag ceremony, the headmaster along with all the teachers and staff as well held prayer for the teachers there who would be doing a pilgrimage to Mecca next month. Therefore, the time for each lesson consisted only 70 minutes that day. Knowing it in all of a

sudden, a sudden plan was made which was some tasks might be done for homework.

The same as in the previous meeting, the class meeting was started by asking the students' condition and checking their attendance, whether there were students who were absent or not. After that, the dialogue journal books were given to the students. Before getting into the main lesson, the students were asked about the previous meeting's materials to remind about what they had learnt. They were asked to mention the examples of the simple past tense verbs and personal pronouns used in recount texts. Fortunately, they could answer fluently.

After reviewing the materials, the students were given some pictures representing action verbs on the power point slide to stimulate their thinking skill. The students spontaneously answered after given questions related to the pictures, which showed some activities like sing, read, play, stand, run, sleep. They were asked to mention the second forms of those verbs, and they answered correctly as sang, read, played, stood, run, slept. The students were reminded that they had to use second verb forms to show actions in recount texts. They were also explained that those verbs were called action verbs since they represented action.

Moving to the next slide, the students were showed a model of the recount text and asked to mention the action verbs there. Without getting any difficulty, they mentioned all the action verbs found in the text. After that, they were asked to pay attention to proper nouns shown in the text. The proper nouns material was slowly explained to the students, both the definition and the things that could be

categorized into proper nouns. The things to notice by the students were that proper nouns were specific and capitalized in writing. The students seemed to know it for the first time, so after making sure that they understood well, the researcher asked again about proper nouns and the examples. Some students on the back seats did not answer, therefore, she approached one of them and asked him to answer the questions. As thought, he could not answer because he did not listen to the explanation. Next, he was asked to ask his friend about the questions and the answers as well.

Next, two students were asked to gave away worksheets to every student in the class for that day's meeting. Only one student was asked to read the text aloud while others listened. Since no one wanted to volunteer to read the task, one female student who had the same student number as that day's date was appointed, named Nihayatul. While listening, the other students were asked to underline the action verbs found in the text. After discussing the answers together and found out everything was clear up to that point, the students were asked to move to the next task. Before getting into the activity, they were asked to make pairs. They were offered whether they wanted to have same partners as in the previous meeting or they wanted to change partners. The result was that they wanted to make pairs with the person next to them, who were the same as in the previous meeting. The task was dealing with sentences completion using proper nouns. After telling the instruction and explaining how to do the task as in the example, they did the task of completing sentences by adding the proper nouns.

To check their understanding, they were asked to write their answers on the whiteboard. Fortunately, all the students answered correctly.

Moving to the next exercise, the students were asked to write sentences based on the hints given. Before that, they got explanation on the instruction and also the way to develop good sentences as in the example. The students had to make five sentences which every sentence had already given one word to be developed into a sentence. Along with the word given, there were hints to help them conduct their sentences, such as who, what, with whom, when, where and/or how. By answering those 5W+1H questions, the students were hoped to be able to produce long sentences.

While the students worked on the task in pairs, the researcher monitored them by walking around from side to side, helping the students when they found difficulties related to vocabulary and ideas. After they had finished writing the sentences, five students were enthusiastic to write their answers on whiteboard. When discussing their answers together, it was found that some of them did not put full stop in the end of the sentences, and some others used verbs of the simple present tense instead of the simple past tense. The rest of the students were then asked if they did the same mistakes. Some of them said yes, and then the researcher led the students to correct the mistakes.

Realizing that no much time left due to the reduction of the teaching time, the next tasks were decide to be done as homework. The class' condition turned into noisy when they heard about homework, but fortunately they were much easier to control than in the first meeting. They were asked to work on task six

until eight at home and their works would be examined on the next meeting. In addition, the instructions of each of the tasks were explained carefully, hoping that the students could get clear explanation about the homework. They were also given explanation for the examples on how to do the tasks as shown in their worksheets.

To give them deeper understanding, all the students were asked to do number two for task six and seven, since the first number was as the example. For task six, the students could do the first question easily because they just needed to complete the paragraphs using the verbs provided. They were asked to move to the task seven directly, explaining how to develop sentences by adding details like how and why, as what they had done in the task five. The difference was that in the task seven, the clues were in the form of pictures representing actions and the action verbs were already in the form of simple past tense, while in the task five, the clue was proper nouns.

The class was going noisy again, fortunately with the help of the English teacher as collaborator and when the researcher kept silent in all of sudden, the class could be managed again. After explaining how to write the sentences in that task, the students together were asked to do number two as in the example. Some students did it fast but some others were not. One of them who had done writing the sentence was asked to read his sentence for the whole class. After listening to his answer which was correct, the rest of the students were asked whether they understood it well or not. Fortunately, there were no questions so the explanation continued to the next part.

The last task was to write a story of memorable childhood experience. Since it was for homework, the students were told to do their best in expressing their ideas. They were also asked to consult in their dictionaries at home and they might browse the examples of recount texts on the internet as reference to add their vocabularies, ideas, and comprehension towards the language features in recount texts. The last, they were asked to write their stories in the dialogue journal books. The researcher later would respond to their writing because there was no time to do the task and respond to each other's story in that meeting. Thus, the students wrote their stories in the dialogue journal books at home and the researcher gave feedback on them later.

The last part was reviewing materials by asking the students what they had learnt on that day. They were certainly said no when being asked whether there were still unclear points or not. Furthermore, the students were reminded again about their homework that would be discussed on the next meeting and to bring along their dialogue journal books with them. The class was ended by singing a national song and praying.

c. Reflecting the Actions

The research team evaluated the teaching and learning process happened during the first cycle. The collaborator said that the teaching and learning process had been done well and most of the students were successfully encouraged to write. They were also seen to be happy during the lesson, thus, they could express their ideas, opinions, comments on their writing well. Moreover, after being taught how to write sentences correctly step by step, the students had better

understanding on how to write long sentences. The students' attitude towards writing also changed, from the impression of boring writing activities into more exciting writing activities. The collaborator also seemed satisfied with the use of the dialogue journal technique to improve the students' writing fluency. The following field note and interview transcript show the evidence of the class performance.

The students showed their interest towards the dialogue journal technique because they were like doing mailing to each other and they could tell anything freely to their partner. They admitted that they were able to write sentences much easier than before because of the researcher's explanation and vocabulary provided as well.

(FN.04-19/08/2015)

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- R : Bagaimana pendapat ibu mengenai kegiatan penggunaan dialogue journal di kelas X-C ini? (What do you think ma'am about the use of the dialogue journal technique in this X-C class?)*
- T : Setelah saya melihat pekerjaan dari beberapa siswa di sekitar saya, ee penggunaan dialogue journal itu sangat bagus dan sangat membantu siswa untuk aktif dan lebih berani di dalam menuangkan ide.(After looking at the students' works around me, it could be seen that the use of dialogue journal technique is very good and it helps the students to be more active and brave in expressing ideas.)*
-

Interview 4

-
- R :Apa pendapat kamu mengenai kegiatan di kelas menulis bahasa inggris selama ini?(What is your opinion about the activities done in the writing class?)*
- S :Membantu sekali, jadi lebih paham menulis bahasa Inggris. (It was very helpful, I understand more about how to write.)*
- R :Bagaimana pendapat kamu mengenai penggunaan dialogue journal selama ini?(What do you think about the use of the dialogue journal?)*
- S :Efektif menurut saya. Jadi membantu sharing juga ke sesama cara nulisnya gimana. (I think it is effective. It also helps us to share how to write to our friends.)*
-

Interview 5

Compared to the first meeting, the second meeting was not as effective as the first meeting because of the reduction of the teaching time. On the other hand, in

the second day, the students' improvement towards expressing ideas and writing sentences could be seen. It was quite surprising that most of the students could write sentences in logical way and grammatically correct. Although some students especially the male students who sat on the right row were not as serious as the others during the teaching and learning process, they did not give much excuse when asked to write. The researcher approached them and guided them doing the tasks because they were kind of students who were slow in accepting materials and needed special attention.

The relationship between the researcher and the students also got along better in the second meeting because of the use of the dialogue journal. They were not afraid to write something quite personal such as love experience that happened in the past. The relationship among them also got closer because they kept reading and responding to each other's stories and thoughts which developed positive atmosphere between them.

From the students' works on the first meeting, it was noticed that the students often forgot to use the simple past tense in telling personal experience. They easily forgot because they seldom did writing activities. The English teacher did not really facilitate them to write and the students also did not put any effort to write at home. Besides, their lack of vocabulary caused them really hard to state everything in their minds in English. Some students also got distracted by the noise which is caused by the students near their seats. It made them receive the learning input only a little. The following excerpt shows the students' obstacle towards writing a recount text.

-
- R : Apa sajakah kesulitan yang kalian temui selama cycle 1 ini?(What are the obstacles that you found during the first cycle?)*
- S : Kesulitan mungkin cuman kurang apa ya, vocabulary (The difficulty is on vocabulary I think.)*
- R : Kalau kamu gimana kesulitannya? (What about you?)*
- S : Kesulitannya kadang kurang paham sama kurang jelas aja. (The difficulty is I cannot understand well and is not clear enough.)*
- R : Kurang pahamnya gimana? Apa karena kamu duduk di belakang dan anak-anak di sekitarmu kadang ramai sendiri? (How is it? Is it because you sit at the back row and the students near you are noisy?)*
- S : Iya Bu soalnya suaranya Ibu kadang ngga kedengeran sampai sana, kalah sama temen-temen cowok itu. (Yes, ma'am. Sometimes, I cannot hear your voice because of them.)*
-

Interview 5

Considering the students' needs on vocabulary and grammar, the research team agreed to re-explained the use of the simple past tense and to always provide vocabulary list or asked the students to bring dictionary everytime they attended the English class. In addition, since on the second meeting the students got much homework, the tasks as planned for the next meeting were reduced because in the beginning of the next meeting, the first activity would be discussing the homework together. Therefore, it took some time to finish checking the students' homework. The reduction of the tasks did not influence the indicators that should be achieved by the students because one task facilitated one indicator.

To make sure all the students had same understanding and progress during the teaching and learning process, the English teacher suggested the researcher to ask the students to submit their worksheets. This aimed to evaluate the students who still needed more treatment and to know closer the student who did not really do the task by himself.

In conclusion, after the two classroom meetings, it was found that the students' writing abilities were still low. Many students still felt uneasy to express their ideas in English on their dialogue journal books related to vocabulary, grammar, and writing mechanics. The excerpt below shows how poor the students' writing abilities were.

-
- R : Bagaimana penilaian ibu terhadap kemampuan siswa dalam keterampilan menulis siswa di cycle 1 ini?(Ma'am, what do you think about the students' abilities in writing in the first cycle?)*
- T : Setelah melihat dari slide yang ditayangkan oleh mbak Arik tadi di depan ternyata para siswa itu kemampuan dalam ketrampilan menulisnya itu masih sangat, sangat sangat minim, baik itu penggunaan vocabnya, juga untuk grammarnya, apalagi itu untuk punctuationnya dan juga capitalize ya. (After looking at the slides shown by Ms. Arik, the students' writing abilities are still low, very low, whether it is the vocabulary use, the grammatical rules, even for punctuation and capitalization.)*
-

Interview 4

The table below shows the comparison before and after the implementation of the actions.

Table 5: The Comparison Before and After the Implementation of Actions.

No.	Before	After
1.	The teacher put the materials in monotonous way both for power point slides and for handout. The students got bored easily and did not listen to the teacher's explanation.	The researcher succeed in drawing the students' attention and interest by giving input of language in the form of video and provide pictures for writing activities.
2.	The students' motivation to write was still low. The teacher did not motivate and provide enough facilities which could motivate the students to write more and more.	The students were given more opportunities to write and the topics could be their own interests. The students could state their opinions into written texts more smoothly.
3.	The students' vocabulary mastery, the students' understanding of simple past tense and writing mechanics were still low.	The students gained much better understanding because they were explained how to write sentences using the simple past tense, they had more vocabulary input for every meeting so their vocabulary mastery was enriched, and they would take care of punctuation in their writing because the researcher always reminded them about it.
4.	The students found it hard to generate ideas into written text.	The researcher gave the students a chance to write anything based on their own interest so they would not feel burdened when writing. The use of the dialogue journal could encourage them to write.
5.	The teacher did not vary the activities of writing in the class. Therefore, the students' tended to be bored easily and did not have much fun experience during writing class.	The students were happy during the teaching and learning process since the researcher gave different input materials and activities.

2. Report of Cycle 2

The same as the first cycle, the second one took two classroom meetings which were held on 26th and 31st of August 2015. In order to achieve the purpose

of improving the students' writing fluency in the teaching and learning process especially for writing recount texts, the researcher with the help of the collaborator made better plans for the actions that would be performed in the next two meetings. The field notes and observation checklists were also prepared for this cycle as in the previous one. The collaborator and the students as well were interviewed to fulfill the validity of the research' results.

Below are the plans for the actions that would be performed in the second cycle.

a. Planning the Actions

The details of the plans for cycle two are described as follows.

1) Third Meeting

- a) The researcher reviewed all the materials that the students had learnt during the first cycle.
- b) The researcher checked and discussed the students' homework before getting into the main lesson.
- c) The researcher explained again about the simple past tense, to make them accustom to use the simple past tense when telling about personal experience.
- d) The researcher presented some of the students' writing in the first cycle and later discussed the mistakes with the students.
- e) The researcher taught the students about the use of descriptive words in writing a recount text, in order to make them more easily in developing their stories.

- f) The researcher used the puzzle activity again because the students gave positive attitude towards it.
- g) The researcher checked their previous knowledge about writing sentences by providing writing sentences' activities.
- h) The researcher used a model of the recount text to build their knowledge about descriptive words used in recount text like who, what, when, where, and how. The students would be doing some comprehension questions and analyzing the content of the text.
- i) The researcher used pictures again in the task because their responses in the previous cycle when doing task which contained a lot of pictures were very good.
- j) The researcher used the dialogue journal activity again in the end of the lesson. The rules were the same as in the previous meetings, but the difference was that for the third meeting, the students were asked to tell an embarrassing moment that ever happened to them. The researcher always gave guidance in order to make them more easily in expressing their ideas.
 - i. The students sat next to their partners.
 - ii. The students worked individually on their dialogue journal books.
 - iii. Each of the students wrote and after a limited time determined by the researcher, they had to exchange their stories with their partner.
 - iv. There was no talking and just kept the pen moving until the time ended.

- v. The topics to write in the dialogue journal books were different for each meeting. The researcher always gave guidance in order to make them more easily in expressing their ideas.
 - vi. The time allocated for writing in the dialogue journal books was five minutes. In addition, responding to each other's stories was two minutes only. The exchange was done twice.
 - vii. In the end, the dialogue journal books were submitted to be evaluated by the researcher and to see the students' progress towards the technique.
 - viii. The researcher gave feedback to the students' writing by giving praise and motivation to the students to write more and more, not to criticize the students' writing.
 - ix. The observation sheets were provided for the researcher herself and also for the English teacher as the collaborator to observe and record the teaching and learning process in the classroom during the research. The observation sheets were used to evaluate the actions done from the beginning until the end of the lesson, whether they were going on well as planned in the lesson plan or not.
 - x. The researcher decided to remind the students to pay attention to the aspects of mechanics in their writing such as spelling, punctuation, and capitalization in their writing.
- k) The researcher gave rewards to the student who had the best writing.
- l) The researcher reviewed the materials they had learnt in the end of the lesson.

2) Fourth Meeting

- a) The researcher reviewed the materials that the students had learnt in all the previous meetings.
- b) The researcher taught the last language feature in recount text which is the use of time connectors.
- c) The researcher always reminded the students about punctuation and capitalization everytime they wrote sentences and paragraphs.
- d) The researcher showed the students' best writing in the power point slide as a model of the recount text and discussed the language features used in the text.
- e) The researcher reduced the amount of the tasks but did not affect all the indicators that the students should achieve in that meeting. That was due to the post-test which would be done before the class was ended.
- f) The researcher gave a list of vocabulary consisted of nouns and adjectives to help the students conduct their stories.
- g) The researcher made the students in group for developing stories based on given topics. The students would do brainstorming, drafting and the last they would develop it into a good story.
- h) The researcher continued using the dialogue journal in the last meeting, but the dialogue journal activity was done in the beginning of the lesson because in the end of the lesson they would be doing post-test. The students would be asked to write anything they liked, since they could put their ideas easier based on what they had experience in the past.

- i. The students sat next to their partners.
- ii. The students worked individually on their dialogue journal books.
- iii. Each of the students wrote and after a limited time determined by the researcher, they had to exchange their stories with their partner.
- iv. There was no talking and just kept the pen moving until the time ended.
- v. The topics to write in the dialogue journal books were different for each meeting. The researcher always gave guidance in order to make them more easily in expressing their ideas.
- vi. The time allocated for writing in the dialogue journal books was five minutes. In addition, responding to each other's stories was two minutes only. The exchange was done twice.
- vii. In the end, the dialogue journal books were submitted to be evaluated by the researcher and to see the students' progress towards the technique.
- viii. The researcher gave feedback to the students' writing by giving praise and motivation to the students to write more and more, not to criticize the students' writing.
- ix. The observation sheets were provided for the researcher herself and also for the English teacher as the collaborator to observe and record the teaching and learning process in the classroom during the research. The observation sheets were used to evaluate the actions done from the beginning until the end of the lesson, whether it they were going on well as planned in the lesson plan or not.

- x. The researcher decided to remind the students to pay attention to the aspects of mechanics in their writing such as spelling, punctuation, and capitalization in their writing.
- i) Writing and responding to each other's stories would be done twice which was each writing activity was allotted for three minutes only.
- b. Implementing and Observing the Actions
 - 1) Third Meeting

The students' attitude changed much better. Some of the students who were in the front of the class when the bell already rang soon entered into the class when seeing the researcher and the collaborator walked towards their class. As usual, the researcher acted as the teacher while the collaborator acted as the observer during the teaching performance. After opening the lesson, the researcher greeted the students and checked their attendance list, followed by reviewing about the recount text. Generally, the students remembered all the materials and could answer the leading questions well.

Next, the researcher together with the students discussed the homework. For task six, three students were willing to write their answers on whiteboard. Surprisingly, the answers were all true according to grammatical rules and meaning. The rest of the students were also stated their answers and checked by the researcher. For the next task, one student read one sentence along with his answer while the others listened. Because it was filling in the gap activities, there were some students who had different answer. One of those students was asked to

read the sentence and translated it into Indonesian. After he translated it into Indonesian, the student realized that his answer was wrong.

The students' vocabulary mastery was checked by asking them the meaning of some unfamiliar words in Indonesian. Most of them knew the meaning because they consulted it in the dictionary at home. However, some students who did not know those unfamiliar words' meaning were asked to write the meaning above the words. Later, it was hoped that they could remember the words and even used it in their sentences in the future.

The next homework was quite out of expectation. Unexpectedly, there were only half of the total students who wrote their childhood experience in their dialogue journal books. Seeing that situation, three of the students who did not do the last homework were asked to tell the reasons.

-
- R : *Nindy, kenapa kamu nggak menuliskan ceritamu? Padahal PR yang tadi kamu kerjakan.* (Nindy, why do not you write your story? In fact, you did the previous homework.)
- S : *Banyak PR e Miss hari ini. Capek, pusing.* (There is so much homework for today, miss. I am tired and dizzy.)
- R : *Kamu kenapa nggak nulis juga, Ahmad?* (You also do not write it, Ahmad? Why?)
- S : *Susah kok Miss bahasa inggris itu. Banyak aturan.* (English is difficult, miss. There are many rules.)
- R : *Punya kamus nggak di rumah?* (Do you have a dictionary at home?)
- S : *Enggak Miss.* (No, I don't, miss)
- R : *Terus biasanya kalau ada tugas bahasa inggris gimana kamu ngerjakannya?* (Then, how do you usually finish the English homework?)
- S : *Tanya temen Miss, nyontek malah.* (I ask my friend, even I cheated on his/her work.)
- R : *Ichsan kenapa nggak nulis juga?* (Ichsan, why do not you write your story?)
- S : *Hehe, males Miss nggak ada yang bantuin.* (I'm lazy to do it, miss. No one helps me.)
-

After listening to the students' reasons, their understanding was being checked again by asking the purpose and the generic structure of recount texts. They were also asked what things were mentioned in the orientation, events and re-orientation. In fact, they answered it correctly and without having any doubt. Then they were asked on how to write sentences using the simple past tense. They remembered the formula and also they could make some simple sentences spontaneously. Next, each of the students was interrogated to know the real reason why many of them did not write their stories. And surprisingly, they answered that they made agreement not to do it since they thought that their stories would not be graded. Furthermore, they were not afraid of the researcher because she looked kind.

Moving to the next part, some students' writing in the first cycle were shown in the power point slides. The class turned noisy soon after they saw their friends' works on the first meeting. The texts were chosen based on different mistakes found in the texts so that everything which was still confusing for them could be covered well on that day. The mistakes were in the form of tenses, words choice, punctuation, capitalization and paragraphing. The researcher and the students discussed the mistakes and then corrected them.

The students in pairs were given five minutes to do the puzzle task, but they had finished it before the time was up. To check their vocabulary mastery, they were asked to mention the meaning of each verb. Fortunately, they could answer all correctly. Moving to the next task, the students were asked to write sentences using the verbs they had filled in the puzzle before. They were given a list of

nouns and adjectives to help them conduct their sentences. The researcher also reminded them how to formulate sentences by adding details like answering 5W+1H questions as they had done in the previous meeting. Some students asked her whether they had to use vocabulary list in their sentences or they were allowed to use other words as they liked. She surely allowed them to do so because it showed their positive attitude and creativity towards writing.

After the time was up, the students themselves volunteered to write their answers on the whiteboard. Most of the mistakes found from the answers were related to spelling, full stop and capitalization. As usual, the students were reminded about punctuation which actually would be taught in the last meeting. Indeed, seeing how the students did not put much attention to their punctuation when writing, the researcher decided to remind them everytime. To check everyone's knowledge towards spelling, she asked the students to spell out some words they often misspelled in their writing, such as money, finish, unforgettable, childhood, and neighbor.

Moving to the next part, the researcher explained the instruction on how to do the task. One student volunteered to read the recount text for the whole class. She agreed and asked the rest of the students to listen and to underline the unfamiliar words. The students did what she asked them to do. After the student finished reading the text, some students raised their hands and took turn asking the meaning of the words they did not know before. Next, the students were given a few minutes to answer the comprehension questions related to 5W+1H questions. After finished, one student was asked to read the first answer and then checked

the answer together with their friends whether the answer was true or not. That student were then asked to point at another student to answer the next question. The class situation turned noisy because the students were like pointing at each other to answer the questions. Fortunately, the class situation did not get chaotic because of the control by the researcher and the help of the collaborator.

The next activity, the students worked individually to formulate sentences based on pictures. The students were guided to understand the instruction first, and then they were explained about the example so that they would not get confused later. A verb and a noun which functioned as the verb and the object of the sentences were attached in each picture. Thus, they only needed to put the subject and the adverb in their sentences, and then combined them into a correct order of sentences. The verbs were in the form of to infinitive, therefore, before they formulated the sentences, they needed to change the verbs into the past form, which at the same time, the researcher checked their knowledge about the regular verbs. While the students formulated their sentences, the researcher walked around to observe them and sometimes helped them when they had something to ask. The discussion and correction on their answers ran well. Much progress was shown in this meeting because the students put the right capital letter and full stop. Only some of them still wrote wrong spelling for word 'balloon'. The researcher then spelled it out how to write the word 'balloon' and wrote it on the whiteboard.

Before moving to the last activity, the students were grouped into eight which each group consisted of four people. They were then asked to develop a story

based on the sentences they had made before. After explaining crystal clear, the students started to discuss their stories. Some of them even added other events in their stories. They were all showing positive energy towards writing activity. Every student was asked to write their stories in their dialogue journal books. Although the story of every member of each group was the same, everyone had to write it in their dialogue journal books. It aimed to make the students understood about what they had discussed. They would remember a lot about spelling, punctuation, grammar, even sentence construction when they wrote it by themselves, instead of just watching one member of the group wrote for the whole group.

After each member finished writing their stories, one person for each group exchanged his/her story. The first group exchanged their story with the second group, and otherwise. The third group exchanged with the fourth group and followed by the rest of the groups. Each group was asked to respond to the stories according to grammatical rules, punctuation, spelling, capitalization and paragraphing. They were asked to correct their friends' stories and also if they found the stories had much events, they had to praise it. If there were no any additional events in the stories, meaning the events just the same as they made in the previous task, the respondent had to give some ideas of events there. In practice, the responses made by the students did not really influence the contents of the writing. They made comments like very good, good job, nice work and they jokingly insulted each other.

Finally, the students were asked to submit their worksheets and the dialogue journal books to be evaluated by the researcher later. Then, the class was ended by concluding the lesson that day together and the students were also reminded to bring dictionaries for the next meeting.

2) Fourth Meeting

The fourth meeting was held on Monday, August 31st, 2015. The class was started by saying greeting and asking the students' condition. After checking the students' attendance, the students were given some pertinent questions to the previous meeting's materials to check their understanding. In addition, the researcher showed the students' mistakes found in their previous meeting's worksheets including misspelling and verbs form. She asked them the correct spelling and verbs form and most of them knew. She also informed them that in the end of the lesson, they would do post-test.

Soon after that, the researcher with the help of some students gave away the dialogue journal books. Then, she asked them to do 'mailing-one-another' activity as they did in the first meeting. The rules were the same as usual but the topics depended on their own interest. They were given opportunity to write any kind of stories, even the personal matter was allowed. When they were given a hint to start, many of them thought a lot about what to write. However, some of them directly wrote word by word in their dialogue journal books. The researcher helped those who got obstacles finding the ideas. After three minutes, she gave a code to exchange. The students then responded to their partner's stories. The next three minutes, the book was given back to the owner to read the response and

made a final story based on what their partner had responded. Some of their writing told about personal matter especially the girls, some others responded well and some others insulted their own partners. They had been insulting each other in their stories all the time which made them laugh and got even closer.

The lesson continued by showing the best recount text written by the second group in the previous meeting. Soon after the text was recognized, the writers of the text happily laughed and gave applause automatically. The researcher praised the group and asked the whole class to give applause as well. Then, she asked one of the group members to read it aloud. After that, she discussed the time connectors used in the text followed by giving other examples of time connectors and how to use them in recount text. The students seemed to be tired listening to the researcher's explanation. Thus, she moved to the next part quickly.

Moving to the next activity, the students were asked to read a recount text silently. While reading, they were asked to underline the time connectors found in the text. Some of the students near the right wall were noisy, so the researcher approached them. She then asked one of them to translate the text into Indonesian. After finished, she led the students to mention the time connectors found in the text.

The next activity, the students were asked to work in pairs to complete a short paragraph using the appropriate time connectors as provided in the box. The discussion was stagnate when there were two different answers for the fourth number. After the students were asked to translate the text into Indonesian, the one who answered number four gave the correct answer. After finished, the

students were questioned if they had got all the correct answers by re-stating the answers for number one up to number five.

The next activity, the students worked in pairs to formulate sentences using time connectors. Using the rules of 5W+1H questions to formulate the sentences, the students did not seem to find any difficulties. Seen from their answers, they even performed much progress towards punctuation and spelling. They also used the past verbs in their sentences.

For the last activity, the students were asked to work in groups to do drafting for their stories. They were given three topics, and they needed to choose one out of the three. Because the time was limited, the students were only able to make drafts for their stories. Before the post-test was begun, the researcher asked one student who had made complete drafting to read it in front of the class. The researcher and the students gave her applause.

Finally the students did the post-test.. The research team controlled the class' condition, minimizing the opportunity to cheat. After the post-test was done, the researcher thanked the English teacher as the collaborator and the students as well for being well cooperated during the research. After giving some advice, wish, and farewell, she ended the class by praying.

c. Reflecting the Actions

In cycle two, it was not really difficult to ask the students to write. Very few of them were still hard to express the ideas in English but most of them felt relaxed to put their ideas, opinions, comments in English. Fortunately, the students' improvement on writing was already seen in this cycle. The teaching

and learning process was also well done. The students themselves even realized that they made a lot progress on their writing abilities. They also admitted that the dialogue journal activity was really fun and effective to motivate them to be brave to write. The excerpt in the form of interview transcript below prove the positive effect on using the dialogue journal.

-
- R : Apakah menurut ibu penggunaan dialogue journal ini bisa meningkatkan kemampuan siswa dalam menulis teks recount?(Do you think the use of the dialogue journal can improve the students' ability in writing a recount text?)*
- T : Ya, ya jelas bisa. Bisa meningkatkan kemampuan siswa itu tadi.(Of course, it can. It can improve the students' ability in writing.)*
- R : Kemajuan dari segi apa saja yang dicapai siswa selama menggunakan dialogue journal?(What benefits that the students got during using the dialogue journal?)*
- T : Kemajuannya ya tadi mereka berani, kemudian saya lihat mereka sudah bisa menggunakan kalimat dalam bentuk simple past karena di dalam teks recount kan menggunakan verb dua. Kemudian keterangan waktunya juga dan juga kata penghubung.(The benefits are they were not afraid and then they could write simple past sentences correctly, because recount texts use past verb forms. Also they could use time connectors and conjunction.)*
-

Interview 6

Compared to the days before they got a chance to practice writing, they were more confident to write in English especially in the form of recount text. In the second cycle, the students' improvement towards writing skill could be seen in many aspects including the aspects of grammar, vocabulary, mechanics, fluency and organization of texts. The use of the simple past tense was getting consistent day by day since they were reminded about it in every meeting and they got list of some irregular verbs to conduct sentences. Their vocabulary mastery also enriched because they were given different exercises during the meetings. Their fluency in writing also improved rapidly. They were confident to write in English because they felt free to write without getting worried about errors and mistakes they

might produce in their writing. They were given freedom to express their ideas on papers which also provoked their critical thinking. The evidence is presented as follows.

-
- R : Apakah kamu merasa bahwa penggunaan dialogue journal ini bisa meningkatkan kemampuan kamu dalam menulis teks recount?(Do you think that the dialogue journal technique can improve your ability in writing recount texts?)*
- S11 : Ya, bisa banget.(Yes, absolutely.)*
- S5 : Bisa (Yes, it can.)*
- R : Kemajuan apa saja yang kalian dapatkan selama pelaksanaan kegiatan menulis teks recount menggunakan dialogue journal?(What progress did you get during writing recount texts activities using the dialogue journal technique?)*
- S5 : Ya bisa nambah nambah vocab, verb dua nya.(I can enrich my vocabulary mastery and also the verbs of simple past tense.)*
-

Interview 7

The materials taught and the activities done during the actions were also attracted to them because they were provided with many pictures, puzzle exercise, and also a video in their tasks. They found it interesting and motivating because pictures represented many things to be told. It also enhanced the students' creative and critical thinking. Moreover, displaying some of the students' writing in power point slides made the class atmosphere comfortable. The student learnt from his/her own mistake and the others could learn from it as well. The use of the dialogue journal also gave benefits for them in many aspects. They could express their ideas freely without being afraid or embarrassed; they could write fluently without worrying about grammar and mechanics; they could get closer to their friends since they did it with their classmates; they were motivated to write more because they found it interesting to write and to share stories with others; and they were confident in writing.

During the second cycle, the students did not seem to face any considerable difficulties. Although the main purpose of using the dialogue journal was to promote students' fluency in writing, the aspects of accuracy in writing were also improved, such as grammar, writing mechanics, and organization of the text. The use of the dialogue journal really gave them spaces to practice writing more and more and finally they could come to condition where writing had become a habit for them. The excerpt below shows the students' improvement towards writing.

-
- R : :Bagaimana penilaian ibu terhadap kemampuan siswa dalam keterampilan menulis siswa di cycle 2 ini?(How do you think about the students' writing abilities in the second cycle?)*
- T : Ternyata setelah mbak Arik memberikan keterangan tentang capitalize, kemudian juga penggunaan kata penghubung, anak-anak juga memiliki kemajuan. Bahkan kemajuannya dari hasil beberapa yang sudah saya baca kemajuannya sangat pesat. Berarti apa yang disampaikan mbak Arik kan para siswa sudah bisa memahami dan mengerti apa yang disampaikan mbak Arik.(In fact, after Ms. Arik gave explanation on capitalization, time connectors, the students showed some improvement. Even their improvements were very good based on their writing that I read. It means that what Ms. Arik delivered to the students could be well received and understood by them)*
-

Interview 6

The implementation of the actions and also the use of the dialogue journal in cycle two contributed significant improvements compared to the previous cycle. The following is the comparison of the students' texts before and after the implementation that shows the improvements made after the use of dialogue journal writing.

Table 6: The Comparison of Students' Writings before and after the Implementation of the Action

The students' journals before the implementation	The students' journals after the implementation
1) Many students made mistakes on wrong verbs and spelling. 2) The students put not many words on their stories. They did not elaborate their ideas to be more complex. 3) The students did not really pay attention to capitalization and punctuation. 4) The students did not use time connectors in their stories.	1) The mistakes on verbs use and spelling were reduced a lot. 2) The students wrote long sentences on their stories. They also elaborated their ideas although not details. 3) The students paid attention on capitalization and punctuation especially full stop. 4) The students used time connectors like first, the, next in the stories.

After the use of the dialogue journal in the teaching and learning process of writing applied in the classroom, the students felt much more easily to write since they wrote what they had experienced in the past and without any fear of making mistakes. Significant progress was attained in fluency, vocabulary, organization and mechanic aspects, while the aspect of grammar was managed to make a decent improvement as well. The following table shows the comparison between the first cycle and the second cycle including the changes happened during those time.

Table 7: The Comparison on the Teaching and Learning Process of Writing Skill in Class X-C between Cycle I and Cycle II

Cycle I	Cycle II
The students were in chaos when they were asked to write. They suddenly went blank and asked to each other about what to write. They seemed nervous whether their writing would be bad or even very bad.	The students were calm and relaxed when being asked to write and respond to each other's writing. They had good motivation and enthusiasm towards writing activity. The use of the dialogue journal seemed to be an enjoyable activity in the classroom.
Most of the students produced limited words when asked to write in the dialogue journal books, three to four sentences in average. There were also many mistakes found in their writing including grammar, punctuation and spelling.	The students could produce long recount texts. Although there were still found some mistakes in their writing, most of them showed improvement related to the use of the simple past tense, word choice, punctuation and spelling.

In conclusion, the dialogue journal technique had been succesful in bringing up the students' better performance of teaching and learning process in writing skill, especially the amount of words produced in specific time. Sharing experience, thoughts, opinions, ideas and feelings with their classmates by written conversation absolutely gave positive effects for them. Beside the writing skills which were significantly improved, the students' motivation towards writing activity was also rise.

C. Research Findings and Discussions

The data of the research findings are discussed in details in this part. There are two types of data gathered during the research known as qualitative and quantitative data. The qualitative data presented about the general findings of the research on each cycle in the form of field notes and interview transcripts, while the quantitative data performed the results on the students' score on pre-test and

post-test. In addition, the findings on the use of the dialogue journal were also elaborated in this part.

1. Cycle 1

- a. In terms of instructional materials, the students were excited since they were shown a video of the simple past tense. They were also encouraged to do the tasks because the activities provided on the worksheets were not monotonous.
- b. In terms of students' motivation, they were not really interested in doing writing activities until they found it fun to do the dialogue journal activity.
- c. In generating ideas, the students found it not easy and felt burdened when they needed to find topics to write. Thus, they were guided and stimulated to find the ideas on their own.
- d. In terms of content and organization of texts, most of the students wrote a simple recount text in the form of letter. They were already good in determining the text's organization in their texts. In sentence level, the students made a little improvement after being taught how to formulate sentences step by step using 5W+1H questions.
- e. In terms of vocabulary, most of the students had enriched their vocabulary mastery since they were provided with different tasks which consisted of various vocabulary. They were also given opportunity to underline the unfamiliar words and wrote the meaning above them, so that later they could memorize and could even use those words in writing.
- f. In terms of grammatical aspect which was the use of the simple past tense in recount texts, most of the students still made some mistakes. They used V-1

instead of V-2 in some of their sentences. Some of them said that they forgot to change the verbs into past forms, and some others said that they did not know the second verb forms of those verbs. On the second meeting, there were found some improvements related to the grammar use. The mistakes found on using V-1 were not as many as those found in the first meeting.

- g. In terms of mechanics including spelling and punctuation, most of the students did not really pay attention to it. They did not put full stop at the end of the sentences. Some words were misspelled, and even some of them did not put capital letter on the first letter of the sentences. However, on the second meeting, their sentences were seen better because they were always reminded about full stop, capital letter and spelling in their writing.
- h. In terms of fluency in writing, the students were seen to make significant progress. As they were asked to write a story without worrying grammar use and any other mistakes, they could write without hesitation. Actually, they were afraid in making mistakes especially related to grammatical rules, that was why many of them were not really motivated to write. However, by the use of the dialogue journal, they could overcome the fear and also their motivation towards writing was enhanced.
- i. In terms of cohesion and coherence, the students wrote their stories in logical way, the meaning of the first sentence and the next sentences were connected. The sentences fit the ideas of the writing although some words were not appropriate to be used in the context. Overall, they could produce the stories in a good arrangement.

2. Cycle 2

- a. In terms of instructional materials, they students were excited to do the tasks since they contained a lot of pictures. They were also shown their friends' writing which made them excited.
- b. In terms of motivation, the students got motivated by the time being during the research process. They did not feel burdened anymore when they were asked to write.
- c. In terms of generating ideas, the students found it much easier after learning together with the researcher and being implemented the dialogue journal technique.
- d. In terms of content and organization of texts, both in sentence and text levels, the students performed much improvement. They did not find it difficult to put ideas into writing. They wrote sentences by answering 5W+1H questions, so their sentences were not as simple as they did on the first cycle. They also put correct orientation which introducing the writer, the time and the place happened in the story. They also elaborated the events to be more detail. After the first event, they put explanation on the next sentence. They were able to write four to five events in general.
- e. In terms of vocabulary, the students also managed to do much better improvement in using variety of words in their stories. It made the writings to be more interesting to be read by the readers. They also applied the adjectives, adverbs, and connectives in their stories which they learnt during the meetings. They added details as well to elaborate their sentences to be

more complex. They also stated during the interview that their vocabulary mastery was improved due to the words they learnt during the lessons.

- f. In terms of grammatical aspect which was the use of the simple past tense in recount texts, every student knew that in telling personal experience, it used the simple past tense. They were able to find the correct form of verbs in past tense. However, only a few of them often forgot the use of the simple past tense to tell past experience.
- g. In terms of mechanics including spelling and punctuation, the students performed much better writing. Since they were always reminded about punctuation and spelling in every meeting, they felt like they finally could memorize it automatically.
- h. In terms of fluency in writing, the students could be considered as good in making the efforts. As they were given encouragement to write freely in their journals, they did just like what the researcher suggested. The lengths of the texts were completely improved and surprisingly in the mean time the other aspects such as vocabulary and grammar were also getting better. They could manage their fears in writing and excitedly told their stories in very good flow indicating their fluency were enhanced. Few of them, indeed, still felt the difficulties which made them still burdened to write long texts but when those writings were compared to the previous texts in the first cycle, the progress could slightly be seen.
- i. In terms of cohesion and coherence, the students made good improvement. Since their texts were much longer, their sense of how the sentences were

connected each other and the meaning also got better. They used appropriate words which were suitable with the ideas of the stories and used connectors to signal the sentence movement.

In regard to the use of the dialogue journal, there were some additional findings found during the research. The details are as follows.

- a. The use of the dialogue journal could provoke the students' motivation to write and was able to create fun atmosphere in the classroom. By making use of writing as a habit during the teaching and learning process, it made them feel more relaxed and confident to write. They were also given chances to get closer to the researcher who acted as their teacher during the research, which made them more excited towards English lesson especially for writing skill.
- b. The use of the dialogue journal also enhanced their creativity because they could openly state their opinion, ideas, thought and feelings. Moreover, they could get closer to their classmates because they wrote and responded to each other's stories. They also gained a lot of new vocabulary by reading their partner's stories which meant they shared knowledge towards each other.
- c. The students' interest towards English lesson especially writing skill rose since they were given implementation of the dialogue journal. They did not think English was a burdensome lesson anymore because they found the teaching and learning process turned out to be fun.
- d. The dialogue journal also created positive vibe for both the researcher and the students which could help the process of getting and delivering knowledge.

3. Summary of Cycle 1 and Cycle 2

The overall results of this action research are summarized as follows.

Table 8: The Summary of the Conditions of the Students of Class X-C before and after the Implementation of the Actions

Aspects of Writing	Pre-Condition	Cycle I	Cycle II
Instructional materials	The materials provided by the English teacher were monotonous both for power point slides and for handout.	The students got interested during the teaching and learning process because they were shown a video of the simple past tense and were given different kinds of activities on the worksheet.	The students were excited to see their friends' writing shown in the power point slides to be discussed together. They were also motivated to do the tasks since there were different exercises like puzzle and picture series.
Students' motivation	The students' motivation to learn English especially for writing skills was still low.	The students initially were not really encouraged to write. Yet, after they did the dialogue journal activity, they found it fun to write.	The students' interest in writing developed since the use of the dialogue journal technique. They got feedback and responses from the researcher and their friends which made them want to write more.
Generating ideas	The students found it hard to get ideas and generated them into written texts.	The students were stimulated to find ideas. They were given clues to write and then they were trained to generate those ideas to be more detail.	The students were given freedom to find the topics to write based on their own interests. Also, on their worksheets, they were given some ideas to be developed into a good recount text. So, they still could write when they had no topics to write.
Writing activities	The English teacher did not	The researcher made efforts to draw the	The tasks provided on the worksheets

	vary the activities of writing in the class.	students' attention from the very first time by showing interesting input of language which was the simple past tense video. They felt entertained yet they still learnt about the simple past tense from it.	were made in various ways. The students were trained to write through different kinds of exercises such as filling in puzzles, writing sentences based on the pictures, observing their friends' mistakes in their writing, and the like.
Content and Organization	The students knew the organization of the recount text but they could not create a story which showed orientation, events, and re-orientation.	The students had better understanding about the recount text; its purpose and the generic structure as well. The students could identify the things that could be put into orientation and the things that could be put into the events.	Both in the sentence and text levels, the students performed much improvement. They put the correct orientation which was introducing the writer, the time and place that happened in the story. They also elaborated the events to be more detail.
Vocabulary	The students had limited vocabulary mastery, they were not provided with many activities and tasks in writing which could enrich their mastery in vocabulary.	Most of the students got advantage in getting list of vocabulary for each meeting. They used the words for their writing and they could produce longer texts than before.	Most of the students used variety of words in their stories. They also used the adjectives, adverbs, connectives that they learnt during the meetings. They also elaborated the sentences to be more complex.
Grammar	They had low understanding in the simple past tense especially when it dealt with writing sentences using the simple past tense. They also did not	After being taught about the simple past tense and how to write sentences using the simple past tense, the students seemed to have much better understanding. However, most of the	Only a few students still forgot the specific verbs in the past forms. But, most of them had paid attention to the verbs they used in writing recount texts. They put the verbs

	recognize much of the irregular verbs form.	students often forgot to use the past verb forms.	along with the descriptive words in the correct order.
Mechanics	The students did not put attention to the capital letter, spelling and punctuation like full stop and comma. They did not check the words in the dictionary, so most of them wrote the words based on what they heard.	The students did not really pay attention to the full stop, capital letter and words' spelling. However, on the second meeting, their sentences were seen a lot better because they were always reminded about full stop, capital letter and spelling in their writing.	The students performed much better writing than on the first cycle. Since they were always reminded about punctuation and spelling in every meeting, the students felt like they finally could memorize it automatically.
Fluency	The students got hesitate often when doing writing activities. They wasted too much time on thinking what to write.	The students were seen to make significant progress. As they were asked to write a story without worrying the grammar use, they could write without hesitation.	The students could produce long recount texts in a specific time with correct organization and logical contents. They also wrote their sentences into the correct order.
Cohesion and Coherence	The students' abilities in coherence and cohesion could not be seen clearly since they rarely wrote long stories. They just produced short texts.	The students wrote their stories in a logical way. The sentences fit the ideas of the writing although some words were not appropriate to be used in their stories.	The students made a good improvement. They made use of appropriate words for the ideas of the stories and used connectors to signal the sentence movement.

4. Students' scores

In this section, the details of the students' scores on their pre-test and post-test towards writing recount texts were presented. The pre-test was done before the students were given implementation while the post-test was done after the students were given treatment on the use of the dialogue journal.

By implementing the dialogue journal technique, it led the students to have more practices in writing and to make the students able to express their ideas, opinions, thoughts, or feelings without anxiety. They had applied the writing knowledge they already got during the actions and it helped them to improve their writing fluency. After getting accustomed to writing activities, the students had much better understanding which was proven in their writing performance. It can be seen from their improvement scores from pre-test and then post-test. The number of words they produced also increased. The following table indicates the improvement.

Table 9: The Means' Scores of the Students Writing

Test	Means
Pre-test	59.22
Post-test	72.19

In the pre-test, the students only scored 59.22 in average. It improved to 72.19 in the post-test results. Moreover, the students also proved the improvement in the accuracy aspects of writing. They had got better understanding towards the material and it made them more easily to deal with the writing activities.

Table 10: The Means of the Words Produced in the Students Writing

Test	Means
Pre-test	43
Post-test	94

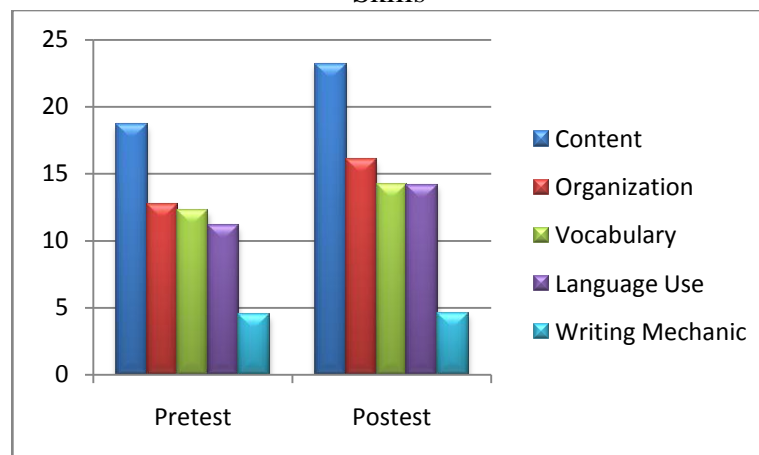
The average of words which were produced by the students in the pre-test were only 43. They made quite a lot progress in the end, which could be seen from the result of the post-test. Each student could write for about 94 words in average in their text. They could improve their vocabulary mastery due to the words they had

learnt during the implementation of the actions. The following table and chart show the overall improvement.

Table 11: The Means of the Test Score for Five Aspects of Text Writing

Tests	Content	Organization	Vocabulary	Language Use	Writing Mechanics
Pre-test	18.66	12.72	12.25	11.09	4.50
Post-test	23.19	16.06	14.19	14.16	4.59

Chart 1: The Mean Scores of Students' Texts on Five Aspects of Writing Skills



In the content aspect, the results of the students scores on the pre-test and post-test improved 4.53 points. The organization aspect increased from 12.72 up to 16.06 which means the increased scale is 3.32. On vocabulary aspect, the students made improvement 1.94 point. On language use which mostly considered with grammatical rules, the students showed improvement as much 3.07 point, and on writing mechanics, the improvement was 0.09 point.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

This research is aimed to improve the students' writing fluency of the class X-C students of SMA N 5 Magelang through the use of the dialogue journal technique. The research belonged to action research which did collaboration with the English teacher. The data were obtained through three data collection techniques: interviews, observations, and writing tests including pre-test and post-test. The research was carried out in two cycles which each cycle consisted of two classroom meetings and summarized as follows.

The research had gained both qualitative and quantitative data related to the use of the dialogue journal to improve the students' writing fluency on recount texts. The qualitative data were gathered from observations and interviews which were held with the English teacher and the students as well. Overall, the English teacher and the students had the same thought that the dialogue journal technique turned out to be successful in improving the students' writing fluency. From the quantitative data results, it can be concluded that the students' score was improved, from 59.22 to 72.19 in average.

According to the results of the research findings, the use of the dialogue journal was able to improve the students' writing fluency. Moreover, their motivation and interest to write also rose because the dialogue journal activity gave them comfortable atmosphere and more spaces to write. They could freely

state their ideas without worrying of any mistakes that might be made by them. Therefore, they felt relaxed and their minds could work better when producing the ideas to be put into written texts.

The dialogue journal is originally a written conversation between two students or between the students and the teacher which kept in a journal book over a period of time on a particular topic. The time to do the dialogue journal activity can be daily, weekly, or monthly. The topics of writing can be from the students' own interest or determined by the teacher with minding the students' needs and level of proficiency. The conversation is done in written form.

In the real practice on the use of the dialogue journal, each of the students of X-C class of SMA N 5 Magelang was provided with a dialogue journal book. The researcher decided to do the dialogue journal activity among classmates, so two students wrote and responded to each other's story at the same time. The time was used maximally because every student used the time to write, none of them waited or saw their partner wrote their stories. Moreover, they were not afraid or shy because their writings were read and responded by their friends. The responses were in the form of comments, critiques, adding ideas, opinions or even grammar. The teacher also gave feedback to the students' writing by giving support and motivating them to write.

The students of the X-C class wrote their personal experiences. The topics were given by the researcher and some were based on their own interests. The result was that they could not write smoothly when they needed to decide the

topics on their own. On the contrary, they were able to produce good recount texts when they were given specific topic with vocabulary help.

There are some facts showing the benefits in using the dialogue journal technique to improve the students' writing fluency of X-C class of SMA N 5 Magelang. First, the students wrote and responded to the story with their friends which made them feel relaxed. The relationship among the students also got closer. In addition, the researcher also gave feedback in their writings by motivating them to write more. Based on the interview with the students, they liked it when their writing was given correction. Therefore, they were given correction on verbs and misspelled words in their stories.

Second, the dialogue journal gave the students opportunities to build their writing habits in English. It can be seen from their improvement in aspects of writing including content, organization, vocabulary, grammar, mechanics and fluency. They were able to create very good writing in the end compared to before they were given the implementation of the dialogue journal. They could tell their experience in details by applying all that they had learnt with the researcher.

Third, the students felt happy and more enthusiastic towards the teaching and learning process after their writing were given feedback. They were not afraid to ask questions and said their difficulties. This made the class atmosphere to be very enjoyable and fun. The students then did not feel anxious everytime attending the English class, which also gave benefits for them to think clearly and then they were able to produce good writing.

Furthermore, the students' attitude and participation were changed. They did what they were asked to do in the classroom and actively participated to read the texts, answer questions directly and write their answers on the whiteboard. Seeing their spirit in telling personal experience, the students seemed to feel excited during the actions implemented by the researcher.

The last, the use of the dialogue journal was able to bring the students into beneficial improvements not only in fluency but also other important aspects of writing which are accuracy, like grammar, vocabulary, mechanics, and organization. The results of the students' scores on pre-test were very low, but after given treatment on using the dialogue journal, their post-test scores were much improved.

The scores were obtained from the accumulation of the students' scores in five aspects of writing, including content, organization, vocabulary, language use (grammar), and mechanics. The mean of the students' pre-test scores was just 59.22, while in the post-test, they were able to gain 72.19 in average. Moreover, the fluency aspect was counted by the number of words that the students were able to produce. The number of words produced by the students in the pre-test day was 43 in average, while the post-test result shows each of their texts consist of 94 words. The improvement for each aspect of content, organization, vocabulary, language use and mechanics in a row are 4.53, 3.32, 1.94, 3.07 and 0.09 points.

From the facts presented above, it can be concluded that the research on improving the students' writing fluency of class X-C of SMA N 5 Magelang using the dialogue journal technique was a success.

B. Implications

The implications of the actions in the research are described as follows.

1. From the research findings, it can be implied that the dialogue journal technique successfully promote the students' writing fluency. Moreover, their motivation and confidence in writing English also show much improvement. Beside of fluency, other aspects of accuracy in writing skills also improve because this technique facilitates the students to practice writing more. In addition, it can help the students to be accustomed to English writing that support them to have better and more smoothly writing performance.
2. To balance the quantity of the students' writing performance, the quality of their writing is also necessary to be highlighted. Bringing along the aspects of grammar, vocabulary, mechanics and organization during the actions were effective in giving them better understanding which can be seen from their better writing performance.
3. The students' active participation also shows that the researcher was able to attract their attention and interest towards the lesson which resulted in the students could learn maximally.

4. The activity of writing and responding to each other's story in their dialogue journal books proves that they could open their mind and relaxed in sharing thoughts, opinion, ideas, feelings towards conversation they had with their classmates. Moreover, the students were also happy when they were given motivation in the form of feedback in their writing, which caused them to feel comfortable with the researcher and created closer relationship.
5. It can be noticed from the students' writing that sometimes they found some difficult parts whether it was grammar, spelling, punctuation, and the like. This gave a chance for the researcher to focus on the most difficulty faced by the students to be given more explanation and to help them to be confident to the aspects they still lack.

C. Suggestions

After discussing the research findings and covering up the conclusions and implications of the research, several suggestions are addressed to the following parties including the English teacher, the students and other researchers on this subject.

1. The English teacher
 - a. The teacher should be aware of the students' needs in mastering all skills in writing so that the teacher could give the appropriate input of language and exercises.

- b. The teacher should focus on the students' lacks towards writing skill by providing the students with full information and clear explanation in order to enrich the students knowledge and ability towards the subject.
- c. The teacher should provide the students with enough opportunities for the students to write and to practice the language input they had gotten. By making use of the dialogue journal activity as one way to develop the students' writing habit, they can realize that someday they can have a very good ability in writing.
- d. The teacher should be able to draw the students' attention during the teaching and learning process, not only delivering materials as one of responsibilities that the teacher must do but also making them enjoy during the lesson.
- e. The teacher should vary the input of language for the students in order that the students did not feel bored easily. That also avoids the condition of being monotonous, so the students' interest and motivation to learn can grow from time to time.

2. The Students

- a. The students should maintain their attitude towards the teacher and the English teaching and learning process so they can receive the input as maximum as possible.
- b. The students should be trained to enrich their vocabulary mastery by making use of dictionary dilligently.

- c. The students should be brave in stating their ideas, opinions, thoughts even if others did not agree with the ideas.
- d. The students should not be afraid of the teacher, indeed, they should respect her by showing good behaviour during the teaching and learning process.
- e. The students should manage themselves to be accustomed to work individually, in pairs or in groups and always maintain good relation with the teacher and their classmates.

3. Other Researchers

- a. The other researchers can use this study as a basis for conducting further research on the related subject and on the use of the dialogue journal to improve the teaching and learning process in the classroom.
- b. The other researchers can provide more activities in using the dialogue journal which are better and match the students' needs in order to improve their ability in writing and their motivation in learning as well.
- c. The other researchers can try to use the dialogue journal in daily, weekly, or monthly based on the students' level of proficiency. Moreover, if possible, the dialogue journal can also be done at home, so the students will do mailing at each other via post-office or delivering it directly to the recipient.

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APPENDICES

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A. SYLLABUS

SILABUS BAHASA INGGRIS KELAS X SEMESTER GANJIL

SMA NEGERI 5 MAGELANG TAHUN AJARAN 2015/2016

KURIKULUM TINGKAT SATUAN PENDIDIKAN

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pncapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Menulis 6 Mengungkapk an makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i> , <i>narrative</i> , dan <i>procedure</i> dalam konteks kehidupan sehari-hari	6.1 Mengunka p-kan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuma n, iklan, undangan dll.) resmi dan tak resmi dengan menggunak an ragam bahasa tulis secara akurat, lancar dan	<i>Arrange recount texts;</i> <i>Answer the following questions.</i> 1. Do you have a diary? 2. What do people usually write in it? 3. What sort of advantages can people get from writing it? 4. Have you ever written your	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, energik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Membuat pengumuman tertulis secara berpasangan dan mempublikasi kannya di kelas /sekolah 	<ul style="list-style-type: none"> • Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaborasi gagasan utama • Membuat draft, merevisi, menyunting • Menghasilkan teks fungsional pendek 	Performans	2 x 45 2 x 45 2 x 45	Developin g English Competen cies for Grade X Senior High School (SMA/M A) Tape Kamus Kaset/CD Tape/CD Player OHP/LC D Foto/ Poster Gambar Koran

	berterima dalam konteks kehidupan sehari-hari	past experience in a diary? 5. If yes, what was it about?	tanggung jawab						berbahasa Inggris Majalah Internet
	6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i>	Teks tulis monolog/esei sederhana berbentuk <i>procedure</i> , contohnya ; THE HOLE GAME Materials needed: Two players, one marble per person, a hole in ground, a line (distance) to start from.	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Membuat <i>draft</i> teks <i>narrative</i>, <i>recount</i> atau <i>procedure</i> dengan melakukan <i>chain writing</i>. • Melakukan koreksi teman sejawat untuk menyempurnakan <i>draft</i>. • Menyempurnakan <i>draft</i> berdasarkan koreksi teman. 	<ul style="list-style-type: none"> • Mengidentifikasi makna dalam teks <i>procedure</i> • Mengidentifikasi langkah-langkah retorika dalam teks <i>procedure</i> • Membaca nyaring teks <i>procedure</i> • Menulis teks berbentuk <i>procedure</i>. 	Tugas Performances	2 x 45 2 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

B. COURSE GRID

COURSE GRID

School : SMA N 5 MAGELANG

Grade : X-C

Semester : I

Subject : English Language

Standard of Competency:

Expressing meaning in short functional written texts and essays in the forms of recount, narrative, and procedure in the contexts of everyday life.

Basic Competency

Expressing meaning and rhetorical steps accurately, fluently and in accordance with the use of variation in written language in the contexts of everyday life in texts such as: recount, narrative, and procedure.

Cycle	Learning Objectives	Indicators	Teaching-Learning Activities	Materials	Media	Instruments	Time Allocation	Sources
I								
Pre-Test						Attached		
Meeting I	At the end of the course, the	- Identifying the commun	<ul style="list-style-type: none"> The teacher gives a dialogue journal book for each student. 	- Video of simple past tense	White board, laptop,		2x45 minutes	- Interlanguage :

	<p>students are expected to be able to write a recount text courageously, accurately, fluently, and appropriately.</p>	<p>icative purpose and the generic structure of recount texts</p> <ul style="list-style-type: none"> - Identifying the language features of the text; the use of simple past tense and personal pronouns - Making sentences using simple past tense 	<ul style="list-style-type: none"> • The teacher shows power point slides containing the explanation of how to deal with dialogue journal, the rules, and the examples of simple dialogue journals. <p><i>Building Knowledge of the Field</i></p> <ul style="list-style-type: none"> • The teacher asks the students about their interesting experience during the last holiday. • The teacher explains the purpose and the generic structure of recount texts indirectly by asking the students about the details of their activities during holidays. <p><i>Modelling of the Text</i></p> <ul style="list-style-type: none"> • The teacher shows videos related to past tense and personal pronoun to remind the students about the rules they need when writing dialogue journals. • The teacher explains the students how to make sentences 	<ul style="list-style-type: none"> - Recount text entitled "New Year's Eve Celebration" - Theme: celebration - Text: monologue - Generic structure: orientation (who were involved in the story, when and where), events (telling what happened in a chronological order), 	<p>speaker s, worksheets, dialogue journal books</p>			<p>English for Senior High School Students X</p> <ul style="list-style-type: none"> - Text Types in English 1: Anderson and Anderson - http://rakarap erz.blogspot.com/ - http://www.welcometoen
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		<p>and personal pronouns appropriately and comfortably</p> <p>- Writing a recount text with enthusiasm</p>	<p>using past tense and personal pronoun.</p> <p><i>Joint Construction of the Text</i></p> <ul style="list-style-type: none"> • The teacher asks the students to read a recount text and mention the purpose of the text. Also, the students are asked to identify the generic structure of the text. (individual work) • The students are asked to write down the verbs and personal pronouns found in the previous text. (pair work) • The students are asked to write sentences based on the pictures related to past-verb forms. (pair work) • The students are asked to fill in personal pronouns correctly into incomplete sentences. (pair work) • The students deal with vocabulary exercise which is finding past-verb forms from the puzzle. Then, the verbs will be used for them to write sentences. (pair work) 	<p>re-orientation (conclusion ; optional)</p> <p>- The grammatical feature: the use of past tense</p> <p>Telling past events :</p> <p>(+) S+V2</p> <p>(+) didnot + V1</p> <p>Telling past condition:</p> <p>(+) S + was/were + N/adj</p> <p>(-) S + was/were not + N/adj</p>				<p>glishan dfun.co m/</p>
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			<ul style="list-style-type: none"> The students are asked to write a reply for a letter in their dialogue journal books. (individual work) <p><i>Independent Construction of the Text</i></p> <p>The students are asked to exchange the reply in their dialogue journal books with their partners. After that, their partner will response to their letter. Then, the writer will write a reply again based on the response given. (pair work)</p>					
Meeting II	At the end of the course, the students are expected to be able to make a recount text excitingly, accurately, fluently,	- Identifying the language feature of the text; proper nouns and action verbs in recount texts	<ul style="list-style-type: none"> The teacher shows some pictures representing the action verbs like sang, read, played and the like. <p><i>Modelling of the Text</i></p> <ul style="list-style-type: none"> The teacher shows a recount text to the students, then explains its language features: proper nouns and action verbs. <p><i>Joint Construction of the Text</i></p> <ul style="list-style-type: none"> The students are asked to read a 	<ul style="list-style-type: none"> Recount text entitled 'My Childhood' Theme: Childhood Text: monologue Grammatical patterns: 	White board, laptop, dialogue journal books, worksheets		2x45 minutes	<ul style="list-style-type: none"> Interlanguage : English for Senior High School Students X Look Ahead:

	and appropriately.	<ul style="list-style-type: none"> - Using proper nouns in making sentences correctly - Using action verbs in making sentences appropriately - Writing a paragraph by using appropriate proper nouns and action verbs well 	<p>recount text and then to underline the action verbs. (individual work)</p> <ul style="list-style-type: none"> • The students are asked to find proper noun from each given sentence and rewrite the sentences correctly. (individual work) • The students are asked to complete the sentences by adding specific proper nouns. (individual work) • The students are asked to develop sentences based on given proper nouns along with the hints to conduct the sentences. (pair work) • The students are asked to fill in the incomplete sentences using the action verbs provided in the box. (pair work) • The students are asked to write sentences based on the pictures. (pair work) <p><i>Independent Construction of the Text</i></p> <ul style="list-style-type: none"> • In groups, the teacher asks every 	<p>Action verbs and proper nouns</p> <ul style="list-style-type: none"> - Action verbs are used to describe actions. e.g. walked, made, drove, saw. - Proper nouns are used to name a particular person, place, country, days, months. In recounts, proper nouns are used to identify 				<p>An English Course for Senior High School Year X</p> <ul style="list-style-type: none"> - http://it.hinkeducation.blogspot.com/ - Topimg.com
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		- Writing a recount text excitingly	<p>student to write down a short paragraph consists of proper nouns, action verbs and some details like in the previous task. The students are asked to write a story of their childhood. (groupwork)</p> <ul style="list-style-type: none"> • Each group exchanges their dialogue journal books in order to be responded by their another group. • Then, after being responded, the dialogue journal book is given back to its owner to be responded again based on the responses. The exchange is done twice. (group work) 	those who involved in the story. Proper nouns are always capitalized. e.g. Sydney, England, Giant-O				
II								
Meeting I	At the end of the course, the students are expected to be able to make a recount text	<p>- Knowing the general verbs of simple past tense</p> <p>- Using the verbs of</p>	<p><i>Building Knowledge of the Field</i></p> <ul style="list-style-type: none"> • The teacher asks the students about recount texts, reminds about its purpose and the main language features. <p><i>Modelling of the Text</i></p> <ul style="list-style-type: none"> • The teacher shows some of the students' works which consist of general past-verb forms and 	<p>- Recount text entitled "My busy Holiday"</p> <p>- Theme: vacation</p> <p>- Text: monologue</p>	White board, laptop, dialogue journal books, worksheets		2x45 minutes	<p>- http://iteslj.org/cw/1/em-past1.html</p> <p>- http://www.englishi</p>

	comfortably, accurately, fluently, and appropriately	simple past tense in making sentences - Identifying descriptive words in recount texts: who, what, when, where, how - Formulating sentences consisting of simple past tense and descriptive	descriptive words (who, when, where, what, how). • The teacher explains how to use the descriptive words in recount texts. <i>Joint Construction of the Text</i> • The teacher gives a puzzle consisting verbs and asks the students to fill in the puzzle using past-verb forms. (pair work) • The students are asked to write a sentence for each verb that is given in the previous activity. (pair work) • The students are given a recount text and are asked to answer the questions related to descriptive words. (individual work) • The students are asked to formulate sentences using the verbs and descriptive words shown in the pictures. (pair work) <i>Independent Construction of the Text</i>	- Grammatical patterns: descriptive words: 1. who 2. when 3. where 4. what 5. how				ndo.com/ - angloblog2014 .wordpress.com
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		<p>iptive words well</p> <p>- Writing a recount text freely using correct verbs and descriptive words</p>	<ul style="list-style-type: none"> • The students are asked to develop a story of recount using the sentences they have made in the previous activity. (group work) • Later, another group will respond to the story and give their comments on the language features used in the story. (group work) • The students give back the dialogue journals book to the owners and the owners respond the comments by adding details of their stories. (group work) 					
Meeting II	At the end of the course, the students are expected to be able to make a recount text pleasantly, accurately,	<p>- Knowing time connectors used to connect words in sentences in recount texts</p> <p>- Using</p>	<p><i>Building Knowledge of the Field</i></p> <ul style="list-style-type: none"> • The teacher asks the students about conjunction used in recount text and how the punctuation like full stop and comma are used. • The teacher explains when to use time connectors and punctuation in correct way. <p><i>Modelling of the Text</i></p> <ul style="list-style-type: none"> • The teacher shows some 	<p>- A recount text entitled "My Bad Day on Sunday"</p> <p>- Theme: Everyday life</p> <p>- Text: Monologue</p>	White board, laptop, dialogue journal books, worksheets		2x45 minutes	<p>- Text Types in English 1: Anderson and Anderson</p> <p>- http://freeengli</p>

	fluently, and appropriately.	time connectors in recount texts appropriately - Arranging sentences using connectors well - Writing sentences using punctuation fluently - Formulating sentences using connectors and punctuation correctly	<p>students' dialogue journals writing which are already using time connectors and which are not using time connectors yet.</p> <ul style="list-style-type: none"> • The teacher shows some students' dialogue journals writing which are already using correct punctuation and which are not using punctuation yet. <p><i>Joint Construction of the Text</i></p> <ul style="list-style-type: none"> • The students are asked to read a recount text and identify the time connectors in the text. (individual work) • The students are asked to identify the time connectors found in the text. (individual work) • The students are asked to complete a missing paragraph using time connectors as provided. (pair work) • The students are asked to write some sentences using the given time connectors and are asked to not forget about punctuation rules. (pair work) 	<p>- Grammatical patterns: time connectors and punctuation</p> <p>1. A time connector is used to show transition to help reader move along the story. Examples of time connectors in recount texts are: when, after, before, first, then, next</p> <p>2. Punctuation</p>				shcours e.info/
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		<p>- Writing a recount text by using appropriate connecting words and punctuation eagerly</p>	<p><i>Independent Construction of the Text</i></p> <ul style="list-style-type: none"> • In groups of four, the students choose one idea out of three and later they are asked to write a simple recount text based on it. After a few minutes, each group exchanges their journal to another group and then the group will make response on it. (group work) 	<p>that is usually found in recount texts are full stop and comma. Full stop (.) is used to end a sentence. e.g. I went to Bali last year. Comma (,) is used to separate things in a list. e.g. My mother bought some apples, oranges, and mangos in the</p>				
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				market yesterday.				
Post- Test						Attache d		

C. LESSON PLANS

LESSON PLAN

Cycle 1 (1st meeting)

School : SMA N 5 Magelang

Subject : English

Class/Semester : X/I

Text Type : Recount Text

Theme : Personal Life

Skills : Writing

Time Allocation : 1x90 minutes

Standard of Competency: Writing

6 Expressing meaning in short functional written texts and essays in the forms of recount, narrative, and procedure in the contexts of everyday life.

Basic Competency

6.2 Expressing meaning and rhetorical steps accurately, fluently and in accordance with the use of variation in written language in the contexts of everyday life in texts such as: recount, narrative, and procedure.

Indicators:

- Identifying the communicative purpose and the generic structure of recount texts
- Identifying the language features of the text; the use of simple past tense and personal pronouns
- Making sentences using simple past tense and personal pronouns appropriately and comfortably
- Writing a recount text with enthusiasm

1. Learning Objectives

At the end of the course, the students are expected to be able to make a recount text courageously, accurately, fluently, and appropriately.

2. Learning Materials

- a. *The purpose of recount texts: to tell the readers about what happened in the past through a sequence of events.*
- b. *The generic structure of recount text:*
 - *Orientation*
(who were involved in the story, when, and where)
 - *Events*
(tell what happened in a chronological order)
 - *Re-orientation (optional)*
(the conclusion of the experience)
- c. *The use of past-tense*

To talk about past events and conditions, you use Verb-2 forms. Here are some examples:

- a. *My family and I **left** home at 10.30 pm.*
- b. *The weather at that time **was** not so bright.*

Telling past events

- (+) *S + V2*
- (-) *S + did not + V1*

Examples:

- (+) *On new year's eve 2014, my family and I celebrated it by watching the fireworks in the town.*
- (-) *It did not dampen my spirit to see the moment that only happened once a year*

Telling Past Conditions

- (+) *S + was/were + noun/adjective*
- (-) *S + was/were not + noun/adjective*

Examples:

- (+) *The food's sellers and trumpet's sellers were all busy serving customers.*
- (-) *The distance from our house to the town was not far.*

d. Here is an example of recount text:

New Year's Eve Celebration

On new year's eve 2014, my family and I celebrated it by watching the fireworks in the Town.

The weather at that time was not so bright. But it did not dampen my spirit to see the moment that only happened once a year. My family and I left home at 10.30 pm. The distance from our house to the town was not far. On the way, we met with our neighbors who also wanted to spend the time to watch the firework. About fifteen minutes, we arrived at the Town. The atmosphere was bustling with sellers. The food's sellers and trumpet's sellers were all busy serving customers. We did not forget to see the concert that night. Finally, the moment that we waited had arrived. People all together counted down ten to one. Then, various kind of the fireworks exploded in the air beautifully. I was recording the fireworks with my hand phone.

After all finished we went home with unforgettable memories. I hope to watch the fireworks again next year.

Adapted from: <http://rakaraperz.blogspot.com/>

3. Learning Method: Genre Based Approach

4. Learning Procedure

Aspects	Activities	Time Allocation
Pre-teaching	<ul style="list-style-type: none"> • Greeting the students • Praying • Checking the students' attendance list • Giving pre-test 	5' 20'
	<ul style="list-style-type: none"> • The teacher gives a dialogue journal book for each student. • The teacher shows power point slides containing the explanation of how to deal with dialogue journal, the rules, and the examples of simple 	7'

While-teaching	<p>dialogue journals.</p> <p><i>Building Knowledge of the Field</i></p> <ul style="list-style-type: none"> • The teacher asks the students about their interesting experience during the last holiday. • The teacher explains the purpose and the generic structure of recount texts indirectly by asking the students about the details of their activities during holidays. <p><i>Modelling of the Text</i></p> <ul style="list-style-type: none"> • The teacher shows videos related to past tense to remind the students about the rules they need when writing dialogue journals. • The teacher explains the students how to make sentences using past tense and personal pronoun. <p><i>Joint Construction of the Text</i></p> <ul style="list-style-type: none"> • The teacher asks the students to read a recount text and mention the purpose of the text. Also, the students are asked to identify the generic structure of the text. • The students are asked to write down the verbs and personal pronouns found in the previous text. • The students are asked to write sentences based on the pictures related to past-verb forms. • The students are asked to fill in personal pronouns correctly into incomplete sentences. • The students deal with vocabulary exercise which is finding past-verb forms from the puzzle. Then, the verbs will be used for them to write sentences. • The students are asked to write a reply for a letter in their dialogue journal books. <p><i>Independent Construction of the Text</i></p> <ul style="list-style-type: none"> • The students are asked to exchange the reply in their dialogue journal books with their partners. After that, their partner will response to their letter. Then, the writer will write a reply again based on the response given. 	<p>5'</p> <p>10'</p> <p>5'</p> <p>5'</p> <p>5'</p> <p>5'</p> <p>5'</p> <p>5'</p> <p>8'</p>
Post-teaching	<ul style="list-style-type: none"> • The teacher asks the students whether there is unclear point or not. • The teacher asks the students to submit their journals. • Together with the students, the teacher concludes 	5'

	the lesson that day. • Praying and ending the class.	
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5. Learning Sources

- Interlanguage: English for Senior High School Students X
- Text Types in English 1: Anderson and Anderson
- <http://rakaraperz.blogspot.com/>
- <http://www.welcometoenglishandfun.com/>

6. Assessment

- a. Technique: written tests
- b. Instrument:

How did you feel about your *MOPDB (Masa Orientasi Peserta Didik Baru)* time? Did you enjoy it? Did you experience something new and impressive? Tell your experience during MOPDB in the form of recount text in the following box.

Writing assessment rubric:

	LEVEL	CRITERIA
CONTENT	30-27	Excellent to very good: knowledgeable – substantive – through – development of thesis – relevant to assigned topic
	26-22	Good to average: some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail
	21-17	Fair to poor: limited knowledge of subject – little substance – inadequate development of topic
	16-13	Very poor: does not show knowledge of subject – non-substantive – not pertinent, or not enough to evaluate

ORGANIZATION	20-18	Excellent to very good: fluent expression – ideas clearly stated/ supported – succinct – wellorganized – logical sequencing – cohesive
	17-14	Good to average: somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13-10	Fair to poor: non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9-7	Very poor: does not communicate – no organization, or not enough to evaluate
VOCABULARY	20-18	Excellent to very good: sophisticated range – effective words/ idiom choice and usage – word form mastery – appropriate register
	17-14	Good to average: adequate range – occasional errors of words/ idiom form, choice, usage, but meaning not obscured
	13-10	Fair to poor: limited range – frequent errors of words/ idiom form, choice, usage – meaning confused or obscured
	9-7	Very poor: essentially translation – little knowledge of English vocabulary, idioms, word forms, or not enough to evaluate
LANGUAGE USE	25-22	Excellent to very good: effective complex construction – few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions, but meaning seldom obscured
	17-11	Fair to poor: major problems in simple/ complex constructions – frequent errors of negotiation, agreement, tense, number, word order/ function, articles, pronouns, prepositions, and/ or fragments, run-ons, deletions – meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules – dominated by errors – does not communicate – not enough to evaluate

MECHANICS	5	Excellent to very good: demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, and paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, and paragraphing – poor handwriting – meaning confused or obscured
	2	Very poor: no mastery of convention – dominated by errors of spelling, punctuation, capitalization, and paragraphing – handwriting illegible – or not enough to evaluate

Yogyakarta, August 2015

Acknowledged by:

Teacher,

Researcher,

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LESSON PLAN

Cycle 1 (2nd meeting)

School : SMA N 5 Magelang

Subject : English

Class/Semester : X/I

Text Type : Recount Text

Theme : Personal Life

Skills : Writing

Time Allocation : 1x90 minutes

Standard of Competency: Writing

6 Expressing meaning in short functional written texts and essays in the forms of recount, narrative, and procedure in the contexts of everyday life.

Basic Competency

6.2 Expressing meaning and rhetorical steps accurately, fluently and in accordance with the use of variation in written language in the contexts of everyday life in texts such as: recount, narrative, and procedure.

Indicators:

- Identifying the language features of the text; proper nouns and action verbs in recount texts
- Using proper nouns in making sentences correctly
- Using action verbs in making sentences appropriately
- Writing a paragraph by using appropriate proper nouns and action verbs well
- Writing a recount text excitingly

1. Learning Objectives

At the end of the course, the students are expected to be able to make a recount text excitingly, accurately, fluently, and appropriately.

2. Learning Materials

- a. Here is another example of recount text:

My Childhood

I think my first memories began when I started school at about five years old.

I lived in a suburb of Sydney. I had a happy childhood. I remember playing in a big garden. I fell from a big tree and broke my hand. I remember I had a naughty friend named Giant-O, because he was fat. He liked hitting and pulling my head. It was so pathetic. One day, I hit him over the head with my bag. His parents were very angry with me. but I didn't feel sorry at all at that time.

Nevertheless, since then Giant-O has become my good friend. It was such an unforgettable childhood.

Adapted from: Look Ahead: An English Course for Senior High School Year X

- b. The common grammatical patterns related to the text, such as:

1) *Proper nouns: the name of a particular person, place, thing or idea. Proper nouns are always **capitalized**.*

For example: I, Giant-O, Sydney

2) *Action verbs: used to show **action***

For example: went, saw, fed, returned

3. Learning Method: Genre Based Approach

4. Learning Procedure

Aspects	Activities	Time Allocation
Pre-teaching	<ul style="list-style-type: none"> Greeting the students Praying Checking the students' attendance list The teacher gives back the students' dialogue journal book. 	10'

While-teaching	<p><i>Building Knowledge of the Field</i></p> <ul style="list-style-type: none"> The teacher shows some pictures representing the action verbs like sang, read, played and the like. 	5'
	<p><i>Modelling of the Text</i></p> <ul style="list-style-type: none"> The teacher shows some students' work from the previous meeting and discusses the mistakes with the students. 	10'
	<ul style="list-style-type: none"> The teacher shows a recount text to the students, then explains its language features: proper nouns and action verbs. 	5'
	<p><i>Joint Construction of the Text</i></p> <ul style="list-style-type: none"> The students are asked to read a recount text and then to underline the action verbs. 	5'
	<ul style="list-style-type: none"> The students are asked to find proper noun from each given sentence and rewrite the sentences correctly. 	5'
	<ul style="list-style-type: none"> The students are asked to complete the sentences by adding specific proper nouns. 	5'
	<ul style="list-style-type: none"> The students are asked to develop sentences based on given proper nouns along with the hints to conduct the sentences. 	5'
	<ul style="list-style-type: none"> The students are asked to fill in the incomplete sentences using the action verbs provided in the box. 	5'
	<ul style="list-style-type: none"> The students are asked to write sentences based on the pictures. 	10'
	<p><i>Independent Construction of the Text</i></p> <ul style="list-style-type: none"> In groups, the teacher asks every student to write down a short paragraph consists of proper nouns, action verbs and some details like in the previous task. 	5'
	<ul style="list-style-type: none"> The students are asked to write a story of their childhood. 	5'
	<ul style="list-style-type: none"> Each group exchanges their dialogue journal books in order to be responded by their another group. 	5'
	<ul style="list-style-type: none"> Then, after being responded, the dialogue journal book is given back to its owner to be responded again based on the responses. The exchange is done twice. 	5'
	<ul style="list-style-type: none"> The teacher asks the students whether there is 	

Post-teaching	unclear point or not. • The teacher asks the students to submit their journals. • Together with the students, the teacher concludes the lesson that day. • Praying and ending the class.	5'
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5. Learning Sources

- Interlanguage: English for Senior High School Students X
- Look Ahead: An English Course for Senior High School Year X
- <http://ithinkeducation.blogspot.com/>
- Top-img.com

6. Assessment

Technique: written tests

Writing assessment rubric:

	LEVEL	CRITERIA
CONTENT	30-27	Excellent to very good: knowledgeable – substantive – thorough – development of thesis – relevant to assigned topic
	26-22	Good to average: some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail
	21-17	Fair to poor: limited knowledge of subject – little substance – inadequate development of topic
	16-13	Very poor: does not show knowledge of subject – non-substantive – not pertinent, or not enough to evaluate

ORGANIZATION	20-18	Excellent to very good: fluent expression – ideas clearly stated/ supported – succinct – wellorganized – logical sequencing – cohesive
	17-14	Good to average: somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13-10	Fair to poor: non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9-7	Very poor: does not communicate – no organization, or not enough to evaluate
VOCABULARY	20-18	Excellent to very good: sophisticated range – effective words/ idiom choice and usage – word form mastery – appropriate register
	17-14	Good to average: adequate range – occasional errors of words/ idiom form, choice, usage, but meaning not obscured
	13-10	Fair to poor: limited range – frequent errors of words/ idiom form, choice, usage – meaning confused or obscured
	9-7	Very poor: essentially translation – little knowledge of English vocabulary, idioms, word forms, or not enough to evaluate
LANGUAGE USE	25-22	Excellent to very good: effective complex construction – few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions, but meaning seldom obscured
	17-11	Fair to poor: major problems in simple/ complex constructions – frequent errors of negotiation, agreement, tense, number, word order/ function, articles, pronouns, prepositions, and/ or fragments, run-ons, deletions – meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules – dominated by errors – does not communicate – not enough to evaluate

MECHANICS	5	Excellent to very good: demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, and paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, and paragraphing – poor handwriting – meaning confused or obscured
	2	Very poor: no mastery of convention – dominated by errors of spelling, punctuation, capitalization, and paragraphing – handwriting illegible – or not enough to evaluate

Yogyakarta, August 2015

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LESSON PLAN

Cycle II (1st meeting)

School : SMA N 5 Magelang

Subject : English

Class/Semester : X/I

Text Type : Recount Text

Theme : Personal Life

Skills : Writing

Time Allocation : 1x90 minutes

Standard of Competency: Writing

6 Expressing meaning in short functional written texts and essays in the forms of recount, narrative, and procedure in the contexts of everyday life.

Basic Competency

6.2 Expressing meaning and rhetorical steps accurately, fluently and in accordance with the use of variation in written language in the contexts of everyday life in texts such as: recount, narrative, and procedure.

Indicators:

- Knowing the general verbs of simple past tense
- Using the verbs of simple past tense in making sentences
- Identifying the descriptive words used in recount texts: who, what, when, where, how
- Formulating sentences consisting of simple past tense and descriptive words well
- Writing a recount text freely using correct verbs and descriptive words

7. Learning Objectives

At the end of the course, the students are expected to be able to make a recount text bravely, accurately, fluently, and appropriately.

8. Learning Materials

- Here is an example of recount text:

My Busy Holiday

On April 16th, 2010, I thought this would be a great holiday for me because that was the holiday for Hindhu people.

I was so tired about the study, so I guessed this time I could get full refresh anyway. However, the fact said the other way. First like an ordinary daughter, I had to get up early morning helping my mother, of course after I prayed. Then I did my chores, cleaned up my room, and spread out my bed under the sun ray. I was really in danger if my mom knew that my room was messy. So, I made it as soon as possible. Second, my aunts called me in the afternoon. I did not meet them for a long time, that was the way I kept for hours to talk with them. After that, unpredictable my neighbor visited me. She asked my help finishing her homework. At last, the time was running and I just remembered that I had a lot of homework. I got mad, confused and regretful why I did not check my homework before. Therefore, I did my homework until 2:00 a.m. the next morning. I did not feel this was holiday instead of I had to work hard and got a long ship with my homework.

Adapted from: <http://www.englishindo.com/>

9. Learning Method: Genre Based Approach

10. Learning Procedure

Aspects	Activities	Time Allocation
Pre-teaching	<ul style="list-style-type: none"> • Greeting the students • Praying • Checking the students' attendance list • Checking and discussing the homework 	5' 15'
	<i>Building Knowledge of the Field</i> <ul style="list-style-type: none"> • The teacher asks the students about recount texts, reminds about its purpose and the main language features. <i>Modelling of the Text</i>	5'

While-teaching	<ul style="list-style-type: none"> The teacher shows some of the students' works which consist of general past-verb forms and descriptive words (who, when, where, what, how). The teacher explains how to use the descriptive words in recount texts. 	5'
		10'
	<i>Joint Construction of the Text</i>	
	<ul style="list-style-type: none"> The teacher gives a puzzle consisting verbs and asks the students to fill in the puzzle using past-verb forms. 	5'
	<ul style="list-style-type: none"> The students are asked to write a sentence for each verb that is given in the previous activity. 	10'
	<ul style="list-style-type: none"> The students are given a recount text and are asked to answer the questions related to descriptive words. 	5'
	<ul style="list-style-type: none"> The students are asked to formulate sentences using the verbs and descriptive words shown in the pictures. 	5'
	<i>Independent Construction of the Text</i>	
	<ul style="list-style-type: none"> The students are asked to develop a story of recount using the sentences they have made in the previous activity. 	5'
	<ul style="list-style-type: none"> Later, their partner will respond to the story and give their comments on the language features used in the story. 	5'
	<ul style="list-style-type: none"> The students give back the dialogue journals book to the owners and the owners respond the comments by adding details of their stories. 	5'
Post-teaching	<ul style="list-style-type: none"> The teacher asks the students to submit their dialogue journal books. The teacher reviews the materials had been taught. The teacher asks whether there is still unclear point or not. 	10'

11. Learning Sources

- <http://iteslj.org/cw/1/em-past1.html>
- <http://www.englishindo.com/>
- angloblog2014.wordpress.com

12. Assessment

Technique: written tests

Writing assessment rubric:

	LEVEL	CRITERIA
CONTENT	30-27	Excellent to very good: knowledgeable – substantive – through – development of thesis – relevant to assigned topic
	26-22	Good to average: some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail
	21-17	Fair to poor: limited knowledge of subject – little substance – inadequate development of topic
	16-13	Very poor: does not show knowledge of subject – non-substantive – not pertinent, or not enough to evaluate
ORGANIZATION	20-18	Excellent to very good: fluent expression – ideas clearly stated/ supported – succinct – wellorganized – logical sequencing – cohesive
	17-14	Good to average: somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13-10	Fair to poor: non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9-7	Very poor: does not communicate – no organization, or not enough to evaluate
VOCABULARY	20-18	Excellent to very good: sophisticated range – effective words/ idiom choice and usage – word form mastery – appropriate register
	17-14	Good to average: adequate range – occasional errors of words/ idiom form, choice, usage, but meaning not obscured
	13-10	Fair to poor: limited range – frequent errors of words/ idiom form, choice, usage – meaning confused or obscured
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LANGUAGE USE	25-22	Excellent to very good: effective complex construction – few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions, but meaning seldom obscured
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	10-5	Very poor: virtually no mastery of sentence construction rules – dominated by errors – does not communicate – not enough to evaluate
MECHANICS	5	Excellent to very good: demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, and paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, and paragraphing – poor handwriting – meaning confused or obscured
	2	Very poor: no mastery of convention – dominated by errors of spelling, punctuation, capitalization, and paragraphing – handwriting illegible – or not enough to evaluate

Yogyakarta, August 2015

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LESSON PLAN

Cycle II (2nd meeting)

School : SMA N 5 Magelang

Subject : English

Class/Semester : X/I

Text Type : Recount Text

Theme : Personal Life

Skills : Writing

Time Allocation : 1x90 minutes

Standard of Competency: Writing

6 Expressing meaning in short functional written texts and essays in the forms of recount, narrative, and procedure in the contexts of everyday life.

Basic Competency

6.2 Expressing meaning and rhetorical steps accurately, fluently and in accordance with the use of variation in written language in the contexts of everyday life in texts such as: recount, narrative, and procedure.

Indicators:

- Knowing time connectors used to connect words in sentences in recount texts
- Using time connectors in recount texts appropriately
- Writing sentences using connectors and punctuation correctly
- Writing a recount text by using appropriate connecting words and punctuation eagerly

7. Learning Objectives

At the end of the course, the students are expected to be able to make a recount text accurately, fluently, and appropriately.

8. Learning Materials

a. *Here is another example of recount text:*

My Bad Day on Sunday

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks. Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money. Finally, I walked the three miles to my school only to discover that it was Sunday. I hope I never have a day as the one I had yesterday.

Adapted from: <http://freeenglishcourse.info/>

b. *Time connector*

A "time connector" is a transitional-type word which will help the reader move along with a story.

The examples of time connectors in recount texts are: when, after, before, first, next, then

c. *Punctuation*

1) *full stop (.) is put at the end of a sentence.*

e.g. I went to Bali last year.

2) *comma (,) is used to separate parts of a sentence showing a slight pause or to separate single things in a list.*

e.g. My mother bought some apples, oranges, and mangos in the market yesterday.

9. Learning Method: Genre Based Approach

10. Learning Procedure

Aspects	Activities	Time Allocation
Pre-teaching	<ul style="list-style-type: none"> Greeting the students Praying Checking the students' attendance list Free writing on dialogue journal books, write and respond to each other. 	5'
	<ul style="list-style-type: none"> Free writing on dialogue journal books, write and respond to each other. 	5'
While-teaching	<p><i>Building Knowledge of the Field</i></p> <ul style="list-style-type: none"> The teacher asks the students about conjunction used in recount text and how the punctuation like full stop and comma are used. The teacher explains when to use time connectors and punctuation in correct way. 	5'
	<p><i>Modelling of the Text</i></p> <ul style="list-style-type: none"> The teacher shows some students' dialogue journals writing which are already using time connectors and punctuation. 	5'
	<p><i>Joint Construction of the Text</i></p> <ul style="list-style-type: none"> The students are asked to read a recount text and study the time connectors below the text. 	5'
	<ul style="list-style-type: none"> The students are asked to identify the time connectors in the text. 	5'
	<ul style="list-style-type: none"> The students are asked to complete a paragraph using time connectors as provided. 	5'
	<ul style="list-style-type: none"> The students are asked to write some sentences using the given time connectors and are asked to not forget about punctuation rules. 	5'
	<p><i>Independent Construction of the Text</i></p> <ul style="list-style-type: none"> In groups of four, the students choose one idea out of three and later they are asked to write a simple recount text based on it. 	10'
	<ul style="list-style-type: none"> After a few minutes, each group exchanges their journal to another group and then the group will make response by giving comments on it. 	5'

Post-teaching	<ul style="list-style-type: none"> • The teacher asks the students whether there is unclear point or not. • The teacher is giving the post-test. • The teacher asks the students to submit their journals. 	30'
	<ul style="list-style-type: none"> • The teacher reminds the students to always bring dictionary everytime attending English class. • Praying and ending the class. 	5'

11. Learning Sources

- Text Types in English 1: Anderson and Anderson
- <http://freeenglishcourse.info/>

12. Assessment

- a. Technique: written tests
- b. Instrument:

What did you do on your *Eid Al Fitr* celebration day? Write a letter to your friend telling all you did that day in the following box.

Writing assessment rubric:

	LEVEL	CRITERIA
CONTENT	30-27	Excellent to very good: knowledgeable – substantive – through – development of thesis – relevant to assigned topic
	26-22	Good to average: some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail
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MECHANICS	5	Excellent to very good: demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, and paragraphing
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Yogyakarta, August 2015

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D. MEDIA

CYCLE 1

Building Knowledge of the Field**Task 1**

Answer the following questions.

What did you do during the last holiday? Can you tell us your activities during that time?

Modelling of the Text**Task 2**

Read the following text. Then, study the grammar explanation below the text.

New Year's Eve Celebration

On new year's eve 2014, my family and I celebrated it by watching the fireworks in the Town.

The weather at that time was not so bright. But it did not dampen my spirit to see the moment that only happened once a year. My family and I left home at 10.30 pm. The distance from our house to the town was not far. On the way, we met with our neighbors who also wanted to spend the time to watch the firework. About fifteen minutes, we arrived at the Town. The atmosphere was bustling with sellers. The food's sellers and trumpet's sellers were all busy serving customers. We did not forget to see the concert that night. Finally, the moment that we waited had arrived. People all together counted down ten to one. Then, various kind of the fireworks exploded in the air beautifully. I was recording the fireworks with my hand phone.

After all finished we went home with unforgettable memories. I hope to watch the fireworks again next year.

Adapted from: <http://rakaraperz.blogspot.com/>

A **recount text** is used to tell the readers about personal experience/past events through a sequence of events.

- **The generic structure** of recount texts:
 1. Orientation
(who were involved in the story, when, and where)
 2. Events
(tell what happened in a chronological order)
 3. Re-orientation (optional)
(the conclusion of the experience)
- **The use of simple past tense:** to talk about past events and conditions.

Telling past events

(+) S + V2

(-) S + did not + V1

Examples:

(+) On new year's eve 2014, my family and I celebrated it by watching the fireworks in the town.

(-) It did not dampen my spirit to see the moment that only happened once a year

Telling Past Conditions

(+) S + was/were + noun/adjective

(-) S + was/were not + noun/adjective

Examples:

(+) The food's sellers and trumpet's sellers were all busy serving customers.

(-) The distance from our house to the town was not far.

Task 3

Read the text below. What does the text tell you about? What are the organization of the text? Write down your answer on the space provided.

New Year's Eve Celebration



On new year's eve 2014, my family and I celebrated it by watching the fireworks in the Town. }

The weather at that time was not so bright. But it did not dampen my spirit to see the moment that only happened once a year. My family and I left home at 10.30 pm. The distance from our house to the town was not far. On the way, we met with our neighbors who also wanted to spend the time to watch the firework. About fifteen minutes, we arrived at the Town. The atmosphere was bustling with sellers. The food's sellers and trumpet's sellers were all busy serving customers. We did not forget to see the concert that night. Finally, the moment that we waited had arrived. People all together counted down ten to one. Then, various kind of the fireworks exploded in the air beautifully. I was recording the fireworks with my hand phone.

After all finished we went home with unforgettable memories. I hope to watch the fireworks again next year.

Adapted from: <http://rakaraperz.blogspot.com/>

Joint Construction of the Text

Task 4

Read again the text in the previous task. Find the verbs and the personal pronouns and then write them down.

Verbs

Personal pronouns

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Task 5

Write down sentences to describe the actions then change the verbs from present to past tense based on the pictures. Look at the example.

Now



I am a Senior High School student.

Two years ago



I was a Junior High School student.

1.

Now



Two years ago



2.

Now



Two years ago



Adapted from: Interlanguage: English for Senior High School Students X

Task 6

Put the correct personal pronouns in the following sentences. Watch the words in the brackets to help you find the pronouns.

- _____ is dreaming. (*George*)
- _____ are watching TV. (*my mother and I*)
- _____ are looking at each other. (*Tom and Sally*)
- _____ is from Brisbane. (*Victoria*)
- Have _____ got the computer? (*Brandy*)

Task 7

Below is vocabulary practice. Find at least five past-verbs form from the following puzzle. The verbs will be used for the next activity.

A	W	E	N	T	R	C	W	S	A	W	I	O	M	B
E	R	V	B	T	Y	N	U	I	N	I	N	F	C	V
W	S	A	P	L	A	Y	E	D	X	S	W	A	M	I
I	O	T	Y	N	V	E	D	F	H	Y	U	J	L	W
S	V	I	S	I	T	E	D	C	D	S	E	W	H	A
I	N	M	K	Y	R	E	W	C	I	V	G	A	S	T
S	T	A	Y	E	D	C	V	B	D	V	E	S	V	C
V	W	E	S	F	V	B	N	T	U	J	B	D	G	H
S	J	A	T	E	D	T	Y	B	C	O	I	N	P	E
S	T	V	F	R	D	U	I	A	C	X	Z	I	O	D

Adapted from: <http://www.welcometoenglishandfun.com/>

Task 8

Have a look at verbs you find in the previous task. Now, write down one sentence for each verb. Number one has already done for you.

1. My friends and I went to the cinema yesterday.
- 2.
- 3.
- 4.
- 5.

Independent Construction of the Text**Task 9**

Read the letter below. Write a reply for the letter in your dialogue journal book.

March 14, 2015
Dear Tara,
I went to Bali last month. I spent three days there. In the beginning of the first day I did a mistake. All my family were already in the park waiting for me. In a hurry, I entered the wrong car and did not notice it for about ten minutes. The car was the same as my father's car. I was so shame. Fortunately, I did not do any mistakes later until we went home.
Sincerely,
Anthony

Use the guidelines below to help you write your reply:

- a. write down the date and salutation,
- b. respond to his letter by telling how you feel when you read his letter,
- c. tell him also the embarrassing moment that ever happened to you,
- d. do not forget to write down salutation in the end of your letter.

Task 10

After you have finished writing your reply, now give your letter to your partner. Let him/her give feedback on it.

What are the activities shown in the pictures below?



Modelling of the Text

Task 1

Read the following text carefully and study the grammar explanation below the text.

My Childhood

I think my first memories began when I started school at about five years old.

I lived in a suburb of Sydney. I had a happy childhood. I remember playing in a big garden. I fell from a big tree and broke my hand. I remember I had a naughty friend named Giant-O, because he was fat. He liked hitting and pulling my head. It was so pathetic. One day, I hit him over the head with my bag. His parents were very angry with me. but I didn't feel sorry at all at that time.

Nevertheless, since then Giant-O has become my good friend. It was such an unforgettable childhood.

Adapted from: Look Ahead: An English Course for Senior High School Year X

- Action verbs are used to describe actions.
For example: walked, made, drove, saw.
- Proper nouns are used to name a particular person, place, country, days, months. In recounts, proper nouns are used to identify those who involved in the story.
They are **always capitalized**.
For example: England, Giant-O, Sydney, January.

Task 2

Read again the text in the previous task and underline the action verbs you find in the text.

Joint Construction of the Text
Task 3

Find the proper nouns (PN) from each sentence below. Then, rewrite the sentences correctly. The first one is done as an example.

1. peter is my classmate.
(PN: Peter) *Peter is my classmate.*
2. i met james at the post office.

3. millions of people speak english as a second language.

4. she comes from nigeria.

5. jack and jill went up the hill to fetch a pail of water.

Task 4

Complete the sentences below by adding the day, the names of a particular place or person. The first one is done as an example.

1. Agnes had a wonderful performance by singing at FNC Kingdom Festival last week.
2. (person) . . . and I bought a doll for my sister's birthday present yesterday at mall.
3. Jack came to my house to borrow my novel entitled . . . (title of novel)
4. My parents and I went fishing last . . . at Sadranan beach. (day)
5. My friends told me that the sunrise in . . . is so beautiful. (place)

Task 5

Make a sentence for each proper noun below. The first one is done as an example.

1. Amanda (with whom, where, when?)
Amanda and I went to the grocery market yesterday.
2. Singapore (when, who, why, how?)
3. Monday (who, what, where, with whom?)
4. "Twilight" (who, with whom, how, why?)
5. World Health Organization (WHO) (who, why, where, what?)

Task 6

Complete the missing words in the text below using the action verbs provided in the box.

A month ago in the afternoon, I was very hungry. As I didn't _____ anything for lunch, I decided to go to a cafe which is about a hundred meters from my boarding house.

I _____ my trousers and shirt and then left for the cafe by myself because my roommate hadn't come yet from the school. As soon as I got to the cafe, I _____ the meal with fresh vegetable soup that seemed very delicious in the hot day, and also a glass of iced tea.

When they were served, I eagerly _____ up the meal and soup and also drank the tea. I was satisfied and it was the time to pay. I grabbed my trousers pocket and I was shocked. My hand didn't feel my wallet there. I felt so _____ that I didn't dare to see the faces of the customers. My body stayed still on chair and _____ sweating.

I tried to control myself in front of the people. I _____ my courage to come to the cashier to say something. Feeling uneasy, I told her that I _____ my wallet in the other trousers at the boarding house and promised to take it and come back soon. Some customers _____ at me. I thought I must hide my face. She nodded and said it was not a matter. Finally, I ran to the house and got back with the money. I _____ it to her and came out of the cafe.

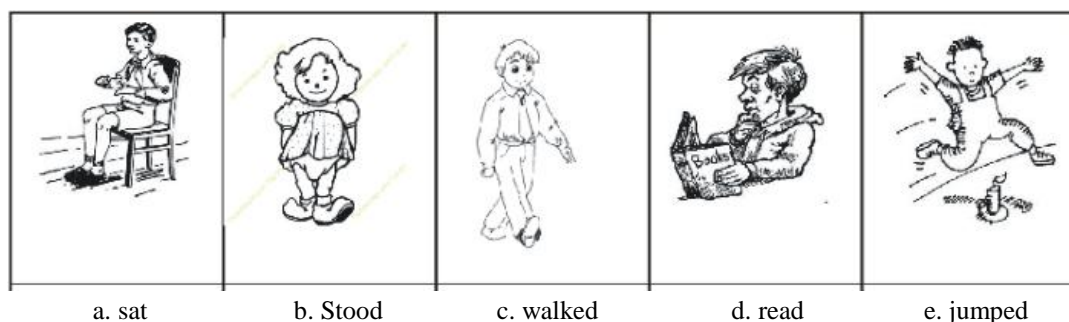
What a relief! Such embarrassing moment must not happen again to me.

Adapted from: <http://ithinkeducation.blogspot.com/>

gave	looked	cook	ate
began	collected	changed	left
	embarrassed	ordered	

Task 7

Write a sentence for each picture below. The first one is done as an example.



a. sat

b. Stood

c. walked

d. read

e. jumped

source: top-img.com

a. sat

example:

Adding detail -- why?

Adding detail -how?

Detailed sentence

Roy sat.

because he is tired

quietly

Roy sat quietly because he is tired.

b.

c.

d.

e.

Independent Construction of the Text

Task 8

With your partner, develop a short paragraph consists of proper nouns and action verbs. Add details on your story like as you did in task six.



Task 9

In your dialogue journal book, write your memorable childhood experience. Here are the guidelines:

- a. Who were involved in the story?
- b. When did it happen?

- c. Where did it happen?
- d. What happened first?
- e. What happened next?
- f. How was the story ending?
- g. How did you feel?

After you have finished writing your story, let your partner read and respond to it. Then, you write a response again based on what your partner has responded.

CYCLE 2

Do you still remember about the purpose and the organization of recount texts? What are they?

Modelling of the Text

Below is one of your friends' story. Let's read together.

My sister and I went to our grandmother's house yesterday. We went there in the morning by public transportation.

Along the way, we talked and laughed. We did not even care to other passengers. Finally, we stopped by an alley to our grandmother's house. My sister went down first while I was looking for my wallet in my bag to pay the cost. Surprisingly, I could not find my wallet. I was so panic and then I run into my sister. I said that I did not bring my wallet. Unfortunately, she did not bring her wallet as well. Moreover, we did not have any money left with us. The driver's assistant looked at us suspiciously. It made me afraid. He asked us to pay the cost soon. My sister and I just looked at each other. We did not know what to do. Finally, a girl came out and paid the cost for us. We thanked her and asked why she was so kind. Coincidentally, she was my old friend from my elementary school. We used to be bestfriends. I was so sorry for not recognizing her. In the end, I asked for her phone number and we made a plan to hang out together next time.

Joint Construction of the Text

Task 1

Complete the puzzle below by filling in the second-verb forms of the verbs listed below. Number one is done as an example.

	1	t	2	h	o	u	3	g	h	t
4						5				6
			7							
			8							
9										

Across:

1. think
4. cut
5. stand
8. sit
9. begin

Down:

2. hit
3. get
4. come
6. drive
7. run
8. see

Source: <http://iteslj.org/cw/1/em-past1.html>

Task 2

In pairs, write a sentence for each verb you have filled in the puzzle. Number one is done as an example.

1. Last night, I **thought** about having vacation on a beach.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Task 3

Read the text below. Then, answer the following questions.

My Busy Holiday

On April 16th, 2010, I thought this would be a great holiday for me because that was the holiday for Hindhu people.

I was so tired about the study, so I guessed this time I could get full refresh anyway. However, the fact said the other way. First, like an ordinary daughter, I had to get up early morning helping my mother, of course after I prayed. Then I did my chores, cleaned up my room, and spread out my bed under the sun ray. I was really in danger if my mom knew that my room was messy. So, I made it as soon as possible. Second, my aunts called me in the afternoon. I did not meet them for a

long time, that was the way I kept for hours to talk to them. After that, unpredictable my neighbor visited me. She asked my help to finish her homework. At last, the time was running and I just remembered that I had a lot of homework. I got mad, confused and regretful why I did not check my homework before. Therefore, I did my homework until 2:00 a.m. the next morning.

I did not feel this was holiday instead of I had to work hard and got a long ship with my homework.

Adapted from: <http://www.englishindo.com/>

Questions.

1. Who were involved in the story?
2. What did the writer do in her holiday?
3. When did the story happen?
4. Where did the writer go to spend her holiday?
5. How was the writer spend her holiday? Is it interesting or awful? Why?

Task 4

In pairs, write a sentence for each picture below. Do not forget to change the verbs into past-form and use descriptive words (who, what, when, where or how). Number one is done as an example.



To plant / Garden

My grandfather happily **planted** a flower in the garden yesterday.



To enjoy / Picnic day



To climb / Tree



Sources: angloblog2014.wordpress.com

Independent Construction of the Text

Task 5

In groups, write a story based on the sentences you have made before on your dialogue journal book. Follow the title and the orientation below.

Title	:	Picnic
Orientation	:	Last Sunday, my friend and I had a picnic in the park. We enjoyed the scenery there. We also did a lot of things.
Event 1	:	
Event 2	:	
Event 3	:	
Re-orientation:	:	

Task 6

Exchange your story with another group's story. Write your response on it.

Task 7

Rewrite your story based on the response given by your partner.

Below is one of your friends' work. Read it carefully.

Picnic

Last Sunday, my friend and I **had** a picnic in the park. We **enjoyed** the scenery there. we also **did** a lot of things.

First, I **climbed** the tree to see the scenery, but unfortunately I **fell** from the tree and I **cried**. I **needed** four sheets of tissue and my friend **gave** it to me. Then, I **sang** a Squidward's song that **made** me calm. In the afternoon, we **had** lunch. We **ate** Krabby Patty at Krusty Crab restaurant. In the evening, we **visited** to Rock Bottom for watching a circus. There **was** a clown **inflated** a big balloon.

We **were** so happy.

Joint Construction of the Text

Task 1

Read the following text carefully and study the grammar explanation below the text.

My Bad Day on Sunday

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks. Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money. Finally, I walked the three miles to my school only to discover that it was Sunday.

I hope I never have a day as the one I had yesterday.

Adapted from: <http://freeenglishcourse.info/>

- A time connector is used to show transition to help reader move along the story.
Examples of time connectors in recount texts are: when, after, before, first, then, next
- Punctuation that is usually found in recount texts are full stop and comma.
Full stop (.) is used to end a sentence.
e.g. I had a terrible day yesterday.
Comma (,) is used to separate things in a list.
e.g. My mother bought some apples, oranges, and mangos in the market last Monday.

Task 2

Read again the text in the previous task. Then, underline the time connectors you find in the text.

My Bad Day on Sunday

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks. Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money. Finally, I walked the three miles to my school only to discover that it was Sunday.

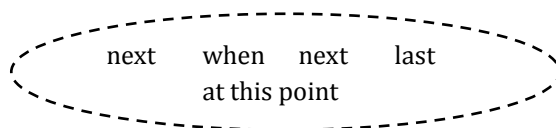
I hope I never have a day as the one I had yesterday.

Adapted from: <http://freeenglishcourse.info/>

Task 3

Complete the following story by adding the time connectors given below.

This holiday is a nightmare. _____ night I couldn't sleep because of the heat. _____ it finally began to cool down around 11.30 p.m. the mosquitoes started to come out. _____ the wind came up and made the windows shake loudly. _____ I got my sleeping bag and went out to the car. I woke up this morning with a sore neck.
_____ time I'm going to pay the extra and stay in a decent place.



Adapted from: Text Types in English 1: Anderson and Anderson

Task 4

In pairs, write down sentences using the time connectors below. Number one is already done for you.

1. When
When I was young, I liked to bite my sister's arm because she was fat.
2. Then

3. After

4. One day

5. First

Task 5

In groups of four, choose one out of three ideas below to help you develop your personal experience happened in the past. Write it down on your dialogue journal book.

- a. The most embarrassing moment
- b. The most wonderful vacation
- c. The most memorable celebration

Follow the format below.

	Orientation
Event 1	
	Event 2
	Re-orientation

Here are the guidelines to help you conduct your story:

Who were involved in your story?
When did it happen?
Where did it happen?
What happened first?

What happened next?
How was the ending of the story?
How did you feel?

Task 6

Exchange your story with another group's story and give comments on it.

E. FIELD NOTES

FIELD NOTES

No : FN. 01

Hari, tanggal : Jumat, 22 Mei 2015

Jam : 09.00 WIB

Tempat : Ruang Kepala Sekolah

Kegiatan : Izin Penelitian

Responden, P : Peneliti

KS : Kepala Sekolah

PTU : Pegawai Tata Usaha

GBI : Guru Bahasa Inggris

P datang ke sekolah pada pukul 09.00 WIB. P menuju ke pos satpam untuk menyatakan maksud kedatangan P ke sekolah. Lalu pak satpam menyuruh P untuk ke ruang Tata Usaha dan akan diarahkan lagi nanti disana. P selanjutnya menuju ke ruang TU dan disambut oleh salah satu PTU disana yaitu Pak Ismana. Setelah menyatakan maksud kedatangan P ke sekolah, P diminta untuk mengisi buku tamu sambil menunggu KS. Setelah mendapat informasi kalau KS di ruang guru, Pak Ismana mengatakan kepada P untuk langsung ke ruang guru menemui KS.

Sampai di ruang guru, P melihat KS sedang memberikan pengumuman kepada para guru. Setelah selesai, KS melihat P dan P menghampiri KS. Karena sekolah ini adalah tempat P melakukan PPL sebelumnya, jadi KS dan beberapa guru langsung menyambut dengan sangat baik. KS menanyakan kabar dan

maksud kedatangan P ke sekolah. P menjelaskan kalau ingin melakukan penelitian untuk tugas akhir skripsi di SMA N 5 Magelang, kira-kira diperbolehkan atau tidak. Dengan gembira KS memperbolehkan P untuk melakukan penelitian. KS juga menanyakan kelas berapa yang ingin diteliti dan berkolaborasi dengan guru bahasa inggris yang mana. P menjelaskan kalau penelitian akan dilaksanakan di kelas X dan kolaboratornya Bu Indri karena pada saat PPL yang mengampu P adalah Bu Indri. KS menanyakan apakah P sudah berkomunikasi dengan beliau atau belum. P bilang kalau sebelumnya sudah berkomunikasi mengenai penelitian secara tidak langsung.

P lalu menanyakan syarat perijinan untuk melakukan penelitian apa saja. KS menyebutkan kalau P hanya perlu membawa surat dari kampus untuk diserahkan ke Pak Ismana, lalu selanjutnya akan dibuatkan surat keterangan dari sekolah bahwa P melaksanakan penelitian disini. Karena KS ada rapat yang sudah tertunda beberapa menit sebelumnya, KS izin untuk rapat dan mendoakan P lancar untuk penelitiannya. P berterimakasih dan mohon ijin untuk ke ruang guru menemui Bu Indri. KS mempersilahkan P untuk ke ruang guru.

Sampai di ruang guru, P langsung menuju meja Bu Indri dan berbasa-basi sebentar. Lalu Bu Indri menanyakan apakah jad penelitian disini atau tidak. P menjelaskan kalau jadi penelitian disini untuk tahun ajaran depan karena saat itu sudah mendekati waktu UN dan UAS bagi para kelas XII. Ibu Indri setuju dan menanyakan apakah P sudah bertemu dengan KS atau belum untuk menanyakan syarat yang diperlukan untuk penelitian. P menjelaskan kalau sudah bertemu

dengan KS dan beliau menyuruh P membawa surat dari kampus sebagai syaratnya.

Setelah mengobrol banyak, P berterimakasih kepada Bu Indri dan pamit undur diri. Selanjutnya, P ke ruang TU untuk pamit kepada Pak Ismana dan karena KS masih rapat, maka P diperbolehkan pulang.

FIELD NOTES

No	: FN. 02
Hari, tanggal	:Senin, 27 Juli 2015
Jam	:10.00 WIB
Tempat	: Ruang Kelas
Kegiatan	: Observasi
Responden	:Peneliti, Kepala Sekolah, Guru Bahasa Inggris, siswa-siswi kelas X-C

Peneliti sampai di sekolah pukul 10.00 WIB dan langsung menuju ke ruang TU. Setelah menjelaskan maksud kedatangan peneliti untuk observasi di kelas X-C bersama Bu Indri dan menjelaskan kalau suratnya menyusul karena masih dalam proses, Pak Ismana mempersilahkan peneliti untuk meminta ijin ke wakil kurikulum secara langsung. Setelah bertemu dengan Pak Kartono selaku wakil kurikulum dan menjelaskan maksud kedatangan peneliti, beliau mempersilahkan peneliti untuk menemui Bu Indri selaku kolaborator dan melakukan observasi.

Peneliti berjalan ke ruang guru dan segera menemui Bu Indri. Lalu berbincang-bincang sebentar sebelum akhirnya masuk ke kelas. Bu Indri menjelaskan kalau sebenarnya keadaan anak-anak kelas X tahun ini dengan yang tahun lalu hampir sama dan kesulitan-kesulitan yang mereka hadapi mengenai pelajaran bahasa Inggris juga sama dengan saat peneliti melaksanakan PPL. Namun karena peneliti ingin data yang lebih akurat, maka Bu Indri memperbolehkan peneliti masuk ke kelas untuk observasi.

Peneliti menjelaskan tentang penelitian yang akan dilaksanakan yaitu tindakan kelas dan membutuhkan satu kelas saja sebagai subyek penelitian. Dan juga peneliti menjelaskan tentang metode penggunaan *dialogue journal* yang akan digunakan nantinya dalam penelitian untuk meningkatkan kemampuan menulis siswa terutama dalam aspek kelancaran. Setelah itu peneliti juga melaksanakan wawancara dengan beliau guna mengetahui bagaimana pembelajaran writing di kelas, masalah-masalah yang dihadapi baik oleh siswa dan beliau sendiri dalam kemampuan menulis, bagaimana mengatasi kesulitan-kesulitan tersebut dan pendapat beliau mengenai teknik *dialogue journal*. Dari hasil wawancara diketahui bahwa kemampuan menulis siswa masih rendah sekali, hanya beberapa dari mereka yang mampu menulis dengan baik, lancar itupun masih banyak salah grammar-nya. Permasalahan secara umum terkait dengan grammar dan vocabulary, ada juga punctuation. Kalau penggunaan *dialogue journal* menurut beliau akan sangat bagus untuk diterapkan karena siswa bisa percaya diri dalam menulis karena yang menilai dan merespon nanti adalah teman sendiri.

Pukul 12.20 peneliti bersama Bu Indri memasuki kelas X-C. Sebelum memulai proses belajar mengajar di kelas, Bu Indri memberikan salam dan memperkenalkan peneliti kepada seluruh siswa di kelas. Suasana kelas mulai gaduh ketika beliau memperkenalkan peneliti di kelas. Namun dengan bantuan peneliti untuk membuat seisi kelas tenang, akhirnya kelas bisa terkondisikan dengan baik. Setelah itu, Bu Indri menanyakan siapa siswa yang tidak hadir dan memastikan siswa sudah siap untuk mengikuti pelajaran hari itu. Sementara itu, peneliti menempatkan diri di kursi paling belakang untuk meneliti dan mengamati berlangsungnya kelas pada hari tersebut.

Guru menanyakan kepada siswa perihal recount text, memastikan apakah mereka sudah pernah mendapatkan materi tersebut di SMP. Para siswa menjawab sudah lalu beliau bertanya kepada salah satu siswa, "*Nind, what is the purpose of recount texts?*" Nindi lalu menjawab untuk menceritakan pengalaman masa lalu. Lalu beliau bertanya lagi mengenai struktur organisasi recount text kepada siswa lain bernama Leonardus. Dengan melihat LKS, Leonardus menjawab *orientation, events, re-orientation*. Lalu beliau menanyakan lebih detail isi dari *orientation*. Para siswa menjawab waktu dan tempat. Lalu beliau menanyakan *events*, beberapa siswa menjawab kejadian di cerita. Lalu beliau menanyakan lagi tentang *re-orientation*. Beberapa siswa menjawab kesimpulan.

Setelah beliau mengingatkan siswa tentang recount text tanpa memberikan model teks sebagai *input language*-nya, beliau langsung mengajarkan tentang *simple past tense*. Karena respon para siswa tidak begitu bagus saat ditanya tentang *simple past tense*, ibu guru lalu menjelaskan rumus *simple past tense*

beserta contoh kalimatnya. Selain kalimat *positif*, beliau juga menjelaskan kalimat *negatif* dan kalimat *interrogative* dalam *simple past*. Selanjutnya beliau memberi *worksheet* kepada para siswa berisikan latihan soal. Latihan soal pertama, siswa diberi daftar kata kerja sebanyak 10 lalu diminta untuk merubah dalam bentuk lampau. Lalu latihan soal kedua, siswa diminta untuk menuliskan ulang kalimat berjumlah 10 nomor menggunakan kata kerja yang sudah dalam bentuk lampau tadi seperti di latihan sebelumnya. Selanjutnya latihan soal ketiga, beliau menyajikan teks recount sederhana bertemakan kenangan masa kecil. Siswa diminta untuk membaca dalam hati teks tersebut lalu menjawab lima pertanyaan pemahaman terkait dengan teks.

Selama mengerjakan soal, bu guru meminta para siswa untuk membuka kamus guna mencari tahu arti kata yang mereka belum tahu. Namun banyak dari mereka yang tidak membawa kamus, akhirnya beliau menyuruh dua siswa untuk meminjam kamus dari perpustakaan. Namun kamus yang tersedia hanya berjumlah enam, sehingga beberapa siswa tidak memiliki kamus dan mereka hanya bermalas-malasan sandaran di meja, tembok atau mainan hp. Karena mereka sering mengkonsultasikan kata-kata yang mereka tidak tahu artinya pada kamus, waktu pengerjaan soal-soal terbilang cukup lama. Akhirnya ibu guru mendiskusikan jawaban dari masing-masing soal. Para siswa mengerjakan soal tanpa bimbingan dikerjakan sendiri, berpasangan, atau berkelompok. Mereka secara otomatis mengerjakan sendiri-sendiri ketika diminta bu guru mengerjakan latihan soal. Latihan soal pertama dijawab secara langsung serempak oleh para siswa. Latihan soal kedua para siswa diminta untuk menuliskan kalimat di papan

tulis. Dari jawaban beberapa siswa terdapat kesalahan seperti tidak menggunakan titik dan huruf kapital pada kalimat mereka. Namun, ibu guru tidak menegur hal tersebut. Beliau hanya mengoreksi kata kerjanya sudah betul apa belum. Lalu, untuk latihan soal yang ketiga, beliau menunjuk secara acak satu siswa untuk membacakan jawaban dari satu nomor soal.

Dari pengamatan peneliti, beberapa siswa terutama siswa laki-laki yang duduk di belakang dekat tembok banyak yang tidak mengerjakan soal. Mereka hanya pura-pura menulis jawaban. Ada yang ternyata malah menggambar anime, ada yang nulis-nulis nggak jelas di worksheet, dan ada yang ngobrol asyik dengan temannya.

Kegiatan di kelas diakhiri dengan mereview apa yang sudah dipelajari pada hari itu. Guru membimbing siswa-siswi untuk menyimpulkan apa yang sudah beliau sampaikan pada hari itu. Selanjutnya kelas ditutup dengan berdoa dan menyanyikan lagu nasional, Padamu Negeri.

Setelah bel berbunyi, peneliti berbincang sebentar dengan bu Indri lalu mempersilahkan beliau untuk pulang dahulu karena kebetulan jam pelajaran bahasa Inggris hari Senin untuk kelas X-C jatuh pada jam terakhir. Setelah itu, peneliti meminta izin beliau untuk mewawancarai beberapa siswa X-C guna memperoleh informasi-informasi yang berkaitan dengan kebutuhan mereka dalam menulis terutama teks recount. Setelah berpamitan dengan beliau, peneliti kembali ke kelas X-C dan menemui beberapa siswa masih tinggal di kelas.

Peneliti bertanya tentang pendapat mereka mengenai kegiatan menulis di kelas bersama bu Indri, bagaimana cara mengajar beliau dan apakah mereka

senang dengan aktivitas menulis di kelas atau tidak. Mereka menjawab bahwa cara mengajar beliau seperti mendongeng, seperti mengajar anak kecil, begitu juga dengan nada waktu beliau berbicara. Mereka akhirnya bosan dan jenuh dengan pelajaran bahasa Inggris. Apalagi bahasa Inggris susah, kalau masih harus liat kamus tiap pelajaran bahasa Inggris ya mending belajar di rumah saja, kata salah seorang siswa. Mengenai materi yang diberikan, para siswa cenderung merasa malas untuk membaca karena nggak menarik, hanya tulisan panjang-panjang tanpa ada sesuatu yang membuat mereka tertarik untuk mengerjakan, misalnya gambar atau game. Setelah ditanya mengenai frekuensi menulis mereka, beberapa dari mereka bilang kalau mereka hobi menulis di rumah, di media sosial dan di kelas kalau mereka bosan dengan pelajaran yang sedang berlangsung. Ada yang menjawab mereka tidak suka nulis karena bahasa Inggris itu susah, terutama untuk grammar dan vocab. Dan guru juga tidak terlalu banyak memfasilitasi mereka untuk menulis, karena terbukti dari mereka hanya satu kali diminta untuk menuliskan pengalaman masa lalu mereka dalam bentuk teks recount mengenai masa kecil dan itupun dikerjakan di rumah sebagai PR.

Setelah cukup, peneliti berpamitan kepada para siswa dan berterimakasih atas kerjasama yang baik selama observasi ini. Peneliti juga meminta untuk terus bisa bekerjasama dengan baik untuk membantu kelancaran proses penelitian disana. Untungnya mereka dengan senang hati menerima kedatangan peneliti di kelas.

FIELD NOTES

No : FN. 03

Hari, tanggal : Sabtu, 15 Agustus 2015

Jam : 09.00 WIB

Tempat : Ruang TU

Kegiatan : Penyerahan surat izin penelitian

Responden : Peneliti, Kepala Sekolah, Pegawai TU (Pak Ismana)

Peneliti datang ke sekolah pukul 09.00 WIB dan langsung menuju ke ruang TU guna menyerahkan surat izin penelitian kepada Pak Ismana. Setelah itu, beliau mengurus suratnya dan meminta peneliti untuk bertemu Pak Kartono selaku Waka Kurikulum untuk memberitahukan kalau suratnya sudah disampaikan ke sekolah.

Setelah menemui Pak Kartono, peneliti menemui Bu Indri guna mengkonsultasikan RPP dan materi yang akan diimplementasikan di kelas selama penelitian. Peneliti menjelaskan kalau RPP dan materi sudah dikonsultasikan dan disetujui oleh dosen pembimbing, tinggal menunggu persetujuan Ibu Guru untuk bisa diimplementasikan di kelas. Setelah melihat RPP dan materi, beliau menyatakan kalau isinya bagus dan sesuai dengan kebutuhan siswa. Setelah menyetujui RPP beserta materi pembelajaran, beliau menentukan jadwal untuk peneliti melaksanakan tindakan kelas. Setelah memilah-milah waktu yang pas, beliau memberikan kesempatan pada peneliti untuk melaksanakan tindakan kelas pada tanggal 19, 21, 24 dan 31 Agustus 2015 di kelas X-C.

Peneliti mengucapkan terimakasih kepada Bu Indri dan pamit undur diri.

FIELD NOTES

No	: FN. 04
Hari, tanggal	: Rabu, 19 Agustus 2015
Jam	: 09.30 WIB
Tempat	: Kelas X-C
Kegiatan	: Pre-test dan tindakan kelas
Responden	: Peneliti (P), Guru Bahasa Inggris (GBI), Siswa

P sampai di sekolah pada pukul 09.30 lalu menuju ke ruang guru. Setelah melihat meja GBI ternyata beliau tidak ada di tempat dan selanjutnya P mengecek jadwal mengajar beliau. P berjalan ke perpustakaan dan melihat kalau GBI sedang mengajar di kelas X-B. Sembari menunggu bel istirahat, P mengecek lagi segala keperluan untuk tindakan kelas hari itu termasuk lembar soal untuk pre-test para siswa.

Setelah bel istirahat berbunyi, P menghampiri GBI ke ruang guru. Namun karena GBI sedang ada tamu jadi P menunggu di depan ruang kelas XII IPS 1 sambil berbincang-bincang dengan para murid. 10 menit kemudian P menghampiri GBI di ruang guru, menyerahkan RPP dan materi kepada beliau lalu bersiap-siap menuju kelas.

Setelah bel masuk kelas berbunyi, GBI bersama P masuk ke kelas dan mempersilahkan P untuk langsung melaksanakan apa yang diperlukan untuk hari

itu. P mengawali dengan memberi salam, menanyakan kabar mereka dan mengecek kehadiran siswa. Ada tiga siswa yang tidak masuk pada hari itu karena ada yang dispen dan ada yang sakit. Lalu P menjelaskan bahwa mereka akan bertatap muka dengan P selama empat pertemuan dan pada hari itu para siswa akan melaksanakan *pre-test*. Pada hari terakhir tatap muka, para siswa akan melaksanakan *post-test* guna membandingkan nilai sebelum dan sesudah diberikan implementasi *dialogue journal*. Setelah membagikan instrumen *pre-test* dan menjelaskan instruksi kepada para siswa, mereka diberi waktu 20 menit untuk mengerjakan. P dan GBI mengawasi dan mengontrol keadaan kelas agar tetap kondusif. Dalam menit-menit awal para siswa belum bisa menuangkan cerita mereka. Sembari P berkeliling di kelas, beberapa siswa berargumen kalau mereka bingung menyatakan idenya dalam bahasa Inggris, ada juga yang menanyakan bahasa Inggrisnya dari kata misalnya pendamping, apel pagi, perpisahan. P menjelaskan lagi untuk menuliskan apa saja yang mereka ingin katakan terkait tema itu, dan apabila mereka tidak tahu beberapa kosakata dalam bahasa Inggris, maka mereka boleh menuliskannya dalam bahasa Indonesia. Dari hasil pengamatan P, para siswa rata-rata menuliskan dua sampai tujuh kalimat sederhana dalam *pre-test* mereka. Ada yang mampu menulis sampai 10 kalimat namun hanya beberapa. Selanjutnya, pekerjaan siswa dikumpulkan dan P memulai untuk menjelaskan tentang metode *dialogue journal* terlebih dahulu kepada para siswa sebelum masuk ke materi pelajaran.

P menampilkan power point slides yang menjelaskan mulai dari definisi *dialogue journal*, jenisnya, penggunaannya, aturan-aturannya, dan juga contoh

tulisan *dialogue journal*. P juga memperlihatkan buku *dialogue journal* untuk para siswa yang nantinya akan digunakan untuk menulis di akhir setiap pertemuan. Setelah memastikan seluruh siswa paham dengan penjelasan P, P dibantu dengan dua siswa membagikan buku *dialogue journal* dan *worksheets* untuk hari itu.

P memulai dengan mereview materi recount text yang telah diajarkan ibu guru dengan mengajak mereka aktif mengutarakan kegiatan mereka pada hari libur Kemerdekaan RI. Mereka antusias menjawab mulai dari mengikuti upacara di sekolah, lomba di sekolah dan di kampung. P kemudian menanyakan tentang tujuan dan struktur organisasi dari teks *recount*, karena seluruh siswa sudah paham, maka P melanjutkan materi berikutnya.

P menunjukkan sebuah video tentang *simple past tense*. Setelah mendengar tentang kata video, anak-anak antusias sekali. P mengajak para siswa untuk mengamati video tersebut. Para siswa menirukan ucapan kalimat dari video tersebut dengan senang. Setelah selesai, P menanyakan apa yang disampaikan dari video tersebut. Serempak anak-anak menjawab *simple past tense*. Lalu P menanyakan lagi ada hal penting apa yang tersirat dari video tersebut. Karena para siswa kurang paham dengan pertanyaan P, P menggali pemahaman mereka lebih dalam dengan menanyakan kata-kata yang diwarnai biru di video tersebut mengindikasikan apa. Lalu salah seorang siswa menjawab *verb*. P bertanya lagi *verb* tersebut merupakan kata kerja bentuk ke berapa dan mereka serempak menjawab bentuk kedua dan ada yang bilang bentuk lampau. Selanjutnya P menanyakan tentang subjek dalam kalimat-kalimat tadi. Para siswa menjawab

subjeknya adalah *I*. Namun mereka tidak bisa menjawab ketika P bertanya mengenai '*I*' sebagai *personal pronoun*.

Selanjutnya, P mengulas kembali pemahaman para siswa dalam membuat kalimat dalam bentuk *simple past tense*. Beberapa siswa ada yang masih belum paham dengan penjelasan bu guru di pertemuan sebelumnya. P menjelaskan dengan contoh kalimat yang ada di video dan yang seperti tercantum dalam teks *recount* di *worksheet* mereka. Lalu P menjelaskan tentang *personal pronoun* yang dipakai dalam teks *recount*. Para siswa tahu tentang kata ganti yang berperan sebagai subjek dalam kalimat seperti '*I*', '*you*', '*we*', '*they*', '*he*', '*she*', '*it*', tetapi mereka baru tahu kalau kata ganti tersebut dikenal dengan nama *personal pronouns*. P menjelaskan kalau *personal pronouns* yang sering dipakai dalam teks *recount* adalah '*I*' dan '*We*'. Setelah itu mereka mengangguk-angguk tanda sudah paham.

Selanjutnya, P meminta salah satu siswa membaca teks *recount* untuk seluruh kelas. Tidak ada yang menawarkan diri, akhirnya P menunjuk siswa yang bernomor urut sesuai tanggal hari itu yakni 19. P meminta siswa yang lain mendengarkan S19 saat membaca teks dan meminta mereka untuk mengidentifikasi struktur organisasi teks tersebut. Sukses dengan latihan soal ini, P berpindah ke latihan soal berikutnya. Para siswa diminta untuk membaca teks di soal sebelumnya dan menuliskan kata kerja dan *personal pronoun* yang ada dalam teks. Setelah itu, beberapa siswa ditunjuk untuk menuliskan jawaban mereka di papan tulis. Setelah mengoreksi bersama dan menanyakan apakah jawaban mereka ada yang salah, ternyata betul semua. Lalu P beralih ke latihan soal

berikutnya. Para siswa diminta untuk mengerjakan soal secara berpasangan dengan teman sebangku. Mereka disediakan gambar dan diminta untuk membuat kalimat berdasarkan gambar tersebut. Terlihat dari tingkah mereka yang antusias ketika diberikan gambar sebagai salah satu cara untuk menarik minat mereka dalam menulis. P menjelaskan instruksi dan contoh seperti yang tertera di nomor satu. Setelah semua paham, mereka mengerjakan kurang dari dua menit. Lalu beberapa siswa menawarkan diri untuk menuliskan jawaban mereka di papan tulis. Dari beberapa jawaban siswa, sebagian besar dari mereka tidak memberi titik di akhir kalimat. Ketika P mengingatkan pentingnya sebuah titik pada kalimat, salah seorang siswa menimpali “*Yah cuma kurang titik kok Miss.*” Lalu P menyebutkan kalau tidak pakai titik di akhir kalimat, meskipun susunan kalimatnya benar, akan tetap salah. Selanjutnya, ada lagi kalimat yang tidak diberi titik, para siswa langsung tanggap menyebutkan kalau kalimat tersebut kurang titik.

Beralih ke latihan soal selanjutnya, para siswa diminta untuk mengisi personalpronoun yang tepat sesuai dengan bantuan kata di dalam kurung. Tak lupa P mengingatkan tentang personal pronoun seperti yang sudah dijelaskan di awal tadi. Para siswa mengerjakan dengan antusias dan cepat selesai. Lalu P bersama-sama dengan para siswa membahas jawaban dari lima soal tersebut. Setelah memastikan semua jawaban benar, P memuji mereka kalau mereka pintar-pintar. Dengan begitu, semangat anak-anak untuk mengikuti kelas writing semakin tinggi, minimal mereka tidak jenuh ataupun bosan. Selanjutnya, P mengajak para siswa untuk bermain teka-teki. Bahkan sebelum P menjelaskan

instruksi, beberapa siswa sudah mengerjakan latihan soal *puzzle* yaitu mencari lima kata kerja bentuk lampau yang ada di *puzzle*. Selesai menjelaskan instruksi, ternyata para siswa sudah selesai mengerjakan. Langsung saja, P meminta menyebutkan kata kerja yang sudah mereka temukan. Mereka menjawab bahkan lebih dari lima kata kerja. Berikutnya, siswa secara berpasangan lagi diminta untuk membuat kalimat berdasarkan kata kerja yang sudah mereka temukan tadi. P menjelaskan cara membuat kalimat seperti di contoh. P memberikan kata bantu berupa *vocabulary list* yang ditayangkan di power point slide. Mereka menggunakan kata-kata tersebut dalam menyusun kalimat. Meski sudah diberi kata bantu, beberapa siswa masih menanyakan bahasa inggrisnya dari beberapa kata yang sudah umum. P menjawab pertanyaan mereka dan membantu beberapa siswa yang masih kesulitan dalam membuat kalimat. Setelah selesai mengerjakan, beberapa siswa maju mengerjakan di papan tulis. Kesalahan yang sama terulang lagi yaitu tanda baca titik dan ada lagi tentang huruf kapital.

Setelah mengoreksi bersama, P menanyakan apakah para siswa masih ada yang bingung mengenai materi yang disampaikan sampai saat itu. Karena mereka bilang sudah jelas, P melanjutkan ke aktivitas utama yaitu surat-menyurat di buku *dialogue journal*. Dari awal, para siswa sudah tidak sabar untuk menulis dan merespon tulisan masing-masing. Setelah mengingatkan kembali tentang aturan-aturan menulis di buku *dialogue journal*, dengan dibimbing peneliti, mulai menulis balasan surat yang tertera di *worksheet*. Sebelumnya, P meminta satu anak membaca surat dan bersama-sama menerjemahkan isi surat tersebut. Setelah itu, P menjelaskan bagaimana cara membalas surat seperti yang sudah tercantum

dalam *guidelines*. Setelah memastikan setiap siswa paham, P memberi waktu dua menit untuk membalas surat tersebut. P memberi ketukan dua kali pertanda waktu tinggal 10 detik dan ketukan satu kali pertanda mereka harus menukar cerita ke teman sebangkunya untuk selanjutnya direspon. Saat P mengetuk satu kali pertanda mereka harus menukar cerita, beberapa dari mereka masih menulis dan berteriak ‘sebentar Miss, kurang dikit, bentar lagi selesai’. Karena setelah melihat sekeliling ternyata banyak yang masih asyik menulis, P menyuruh semua tangan di atas, tidak ada yang menulis. Begitu anak-anak mengikuti perintah P, P menyuruh mereka untuk menukar dan merespon tulisan teman mereka. Banyak dari mereka terutama para siswa laki-laki yang tertawa begitu membaca tulisan temannya karena isinya di luar dugaan, lucu dan ada yang isinya cukup personal. Akhirnya P memberi mereka waktu lima menit untuk merespon tulisan temannya, setelah itu tulisan dikembalikan ke pemiliknya.

Karena hampir bel istirahat, P meminta para siswa untuk mengumpulkan kembali buku *dialogue jurnal* dan menyimpulkan pelajaran hari itu. Tak lupa P menanyakan kesan mereka belajar bersama P pada hari itu. Mereka menjawab senang dan ingin surat-menyuratnya dilanjutkan lagi. Tetapi P bilang kalau jam nya sudah habis dan mereka harus istirahat. P mengakhiri kelas dengan memberi salam.

P bersama dengan GBI mengevaluasi KBM hari itu. GBI senang dengan sikap para siswa terhadap P, dan sejauh ini kegiatan mengajar di kelas cukup efektif. P bersama dengan GBI menuju ke ruang guru untuk mengembalikan remote LCD dan selanjutnya berpamitan untuk pulang.

FIELD NOTES

No	: FN. 05
Hari, tanggal	: Senin, 24 Agustus 2015
Jam	: 11.45 – 13.45 WIB
Tempat	: Kelas X-C
Kegiatan	: Tindakan kelas
Responden	: Peneliti (P), Guru Bahasa Inggris (GBI), Siswa

P sudah sampai di sekolah pukul 11.45 WIB dan langsung menuju ke ruang guru seperti biasa untuk bertemu dengan GBI. GBI menjelaskan kalau jam pelajaran berkurang masing-masing 10 menit untuk setiap jamnya karena tadi setelah upacara ada kegiatan doa bersama untuk para guru SMA N 5 Magelang yang akan menunaikan ibadah haji bulan depan. Jadi pelajaran bahasa Inggris nanti hanya 70 menit dan masuk kelasnya pukul 12.40 WIB. Mendengar hal itu, P cukup terkejut karena sudah pasti nanti tidak semua latihan soal bisa *tercover*.

Pukul 12.40 WIB P bersama GBI masuk ke kelas. Beberapa siswa yang masih di luar segera masuk ke kelas. Ada juga siswi yang masih makan di kelas, begitu melihat kalau P sudah siap memulai pelajaran, dia segera menghentikan makannya. Seperti biasa P membuka pelajaran hari itu dengan salam, menanyakan kabar dan mengecek kehadiran siswa. GBI menempatkan diri di kursi belakang untuk mengamati proses berjalannya KBM.

P mengembalikan buku *dialogue journal* kepada para siswa lalu menunjukkan power point slide berupa gambar-gambar yang merepresentasikan

action verbs. Para siswa serempak menjawab apa yang dilakukan di gambar-gambar tersebut yaitu *sing, read, play, jump etc*. Karena para siswa menjawab menggunakan kata kerja bentuk pertama, P kemudian menanyakan bentuk lampau dari *verbs* tersebut. Spontan mereka menjawab *sang, read, played, jumped*. P mengulangi jawaban mereka dengan *pronunciation* yang benar dan mereka langsung menirukannya.

Setelah itu, P menunjukkan beberapa hasil dari tulisan para siswa dan mengoreksi kesalahan bersama. Tawa langsung terdengar dari seisi kelas ketika tulisan-tulisan tersebut ditayangkan karena isi tulisan yang lucu, tidak logis ataupun karena penulisnya memiliki karakter unik. Kesalahan-kesalahan yang ditemukan adalah kata kerja bentuk *present*, huruf kapital, tanda titik dan koma, susunan kalimat. Beberapa siswa menuliskan kata kerja pertama karena mereka lupa bentuk lampau nya; beberapa lagi tidak memberi titik ataupun koma di kalimat mereka karena mereka tidak terbiasa; begitu juga halnya dengan huruf kapital.

P dibantu dengan siswa membagikan *worksheet*. P menjelaskan *language features* selanjutnya yaitu *proper nouns* dan *action verbs*. Beberapa siswa terlihat bingung dengan penggunaan *proper nouns*, lalu P menjelaskan lagi kalau *proper nouns* itu spesifik merujuk ke kata benda, spesifik (khusus) dan selalu diawali dengan huruf kapital. Setelah diberi beberapa contoh seperti nama hari, bulan, kota, orang seperti *Monday, Jenny, October, Sydney*, para siswa mengerti apa yang dimaksud dengan *proper nouns*. Untuk *action verbs*, P mengingatkan kembali tentang gambar-gambar di power point slide tadi dan menjelaskan kalau

action verbs menunjukkan aksi, perbuatan. Para siswa juga bisa menyebutkan contoh lainnya dari *action verbs* dan mereka bisa menjawab dengan benar.

Beralih ke *worksheet*, salah seorang siswa menawarkan diri untuk membaca dengan keras. P setuju dan meminta siswa yang lain untuk mendengarkan sambil menggarisbawahi *action verbs* yang tercantum di teks tersebut. Setelah mengecek jawaban semua nomor, P mengajak para siswa untuk beralih ke latihan berikutnya. Siswa diminta untuk mengerjakan secara berpasangan dengan teman sebangku untuk mencari *proper noun* dari setiap kalimat disitu dan menuliskan kembali dengan huruf kapital dan tanda baca yang benar. Saat mengerjakan nomor dua dan tiga, beberapa siswa menanyakan apakah *post-office* di nomor dua dan *millions* di nomor tiga termasuk *proper nouns*. P lalu memberikan pertanyaan ini kepada seluruh kelas dan meminta temannya menjawab. S4 menjawab kalau *post-office* dan *millions* bukan termasuk *proper nouns* karena mereka tidak spesifik *post-office* yang mana nggak ada namanya. Kalau *million* itu menunjukkan jumlah jadi bukan proper noun juga. P memuji S4 atas keberanian menjawab dan benar jawabannya. Setelah itu para siswa berebut menuliskan jawaban di papan tulis. Kesalahan yang sama masih ditemukan meskipun tidak sebanyak waktu pertemuan pertama kali yaitu tanda baca titik.

Latihan soal berikutnya masih tentang *proper nouns*, para siswa tidak menemui kesulitan dalam mengerjakan latihan ini. Beralih ke latihan soal berikutnya yakni menyusun kalimat dengan kata bantu satu *proper noun* untuk masing-masing kalimat. P menjelaskan bagaimana menyusun kalimat dengan memberi jawaban dari 5W+1H *questions*. Setelah menjelaskan dengan detail

beserta contohnya, anak-anak berpasangan membuat kalimat. P memonitor kegiatan di kelas sambil membantu mereka yang masih menemui kesulitan dalam menuliskan kalimat. Siswa bertanya apa itu “Twilight”, P menjawab kalau “Twilight” adalah judul film barat, sekaligus menjelaskan kalau judul film, buku, novel termasuk proper noun dan ditulis memakai huruf kapital di tiap kata-nya.

Karena keterbatasan waktu, P meminta dua siswa membacakan kalimatnya untuk nomor satu. Sementara yang lain mendengarkan sambil melihat jawaban mereka, P menanyakan kepada para siswa apakah kalimat temannya benar. Beberapa siswa yang lain juga bertanya pada P apakah kalimatnya benar atau tidak. Situasi ini membuat kelas agak sedikit gaduh. Selanjutnya, P menyuruh anak-anak untuk mengerjakan sisanya di rumah. Selanjutnya, P menjelaskan tentang instruksi untuk latihan-latihan soal selanjutnya beserta penjelasan contohnya agar para siswa paham dengan apa yang harus dikerjakan. Latihan soal berikutnya adalah melengkapi paragraf rumpang, P mengecek penguasaan vocab siswa dengan menanyakan arti dari kata kerja yang tersedia di bawah teks. Selanjutnya, para siswa berkewajiban untuk membuat kalimat berdasarkan gambar. Dalam gambar itu sudah tersedia kata kerja bentuk lampau yang akan digunakan dalam kalimat. P juga menjelaskan bagaimana membuat kalimat yang panjang dengan cara menambahkan detail keterangan *why* dan *how* seperti contoh. Untuk mengecek pemahaman siswa, mereka diminta mencoba mengerjakan nomor selanjutnya. Lagi, beberapa dari mereka terkendala dengan vocabulary yang terbatas, terbukti dari pertanyaan mereka yaitu bahasa inggrisnya tegak, tenang, dihukum. P dengan sabar menjawab pertanyaan para siswa. Setelah

mengecek jawaban mereka, P meminta untuk nomor-nomor selanjutnya dikerjakan sebagai PR. Yang terakhir, P meminta para siswa untuk menuliskan salah satu cerita di masa kecil mereka di buku *dialogue journal*, mereka boleh membuka kamus, *browsing* ide di internet, dsb untuk membuat cerita mereka menjadi menarik. Karena waktu berkurang 20 menit, akhirnya P mengakhiri kelas dengan menyimpulkan pembelajaran hari itu dan memastikan lagi PR para siswa. Seperti biasa, kelas berakhir dengan doa bersama dan menyanyikan lagu nasional.

Selesai kelas, P meminta siswa yang di pertemuan pertama tidak masuk untuk mengerjakan pre-test dan beberapa siswa untuk tinggal sebentar di kelas guna wawancara di cycle 1. Lalu P meminta GBI untuk mengevaluasi KBM hari itu. GBI menyebutkan kalau siswa sudah bagus dalam mengikuti kegiatan belajar mengajar, yang perlu diperhatikan adalah anak-anak yang masih kurang pemahamannya untuk diberikan *treatment* khusus agar bisa paham dengan benar apa yang sudah disampaikan oleh P. Selanjutnya GBI dan P bersama menuju ke ruang guru untuk wawancara tentang pelaksanaan tindakan kelas selama di cycle 1 serta kemajuan dan kekurangan yang ada dalam cycle tersebut.

Setelah selesai wawancara dengan GBI, P menemui siswa di kelas untuk memberikan pre-test ke tiga siswa tadi dan wawancara dengan dua siswa lainnya. Selesai pre-test dan wawancara, siswa-siswa tersebut berbincang-bincang sebentar dengan P sebelum akhirnya P berpamitan untuk pulang dan mengucapkan terimakasih karena telah menunggu di kelas cukup lama.

FIELD NOTES

No	: FN. 06
Hari, tanggal	: Rabu, 26 Agustus 2015
Jam	: 10.00 – 11.45 WIB
Tempat	: Kelas X-C
Kegiatan	: Tindakan kelas
Responden	: Peneliti (P), Guru Bahasa Inggris (GBI), Siswa

Karena jadwal mengajar pada hari Rabu penuh dari jam pertama hingga jam terakhir, P menunggu GBI di depan ruang kelas. Beberapa menit setelah bel istirahat berbunyi, P menemui GBI di ruang guru.

Karena berkenaan dengan suatu hal, GBI menyatakan kalau tidak bisa memantau KBM di kelas hari itu secara penuh. Beliau nanti ikut masuk ke kelas lalu pergi sebentar. Di jam kedua beliau mengusahakan untuk masuk kelas lagi. Setelah bel masuk kelas berbunyi, P bersama dengan GBI berjalan memasuki kelas. Siswa yang di depan kelas menyapa P dan GBI dengan senyum. P memasuki kelas sambil menyapa siswa dan menanyakan kabar, dilanjutkan dengan mengecek kehadiran siswa. Seperti biasa, GBI berada di belakang untuk mengamati dan nantinya mengevaluasi KBM hari tersebut.

P mengecek PR siswa, masing-masing diminta untuk mengeluarkan pekerjaan mereka dan beberapa siswa maju menuliskan kalimat mereka di papan tulis. Kecerobohan siswa terlihat ketika mereka menuliskan proper noun tapi tidak diawali dengan huruf kapital. P selalu mengingatkan betapa tanda baca dan *capitalization* itu penting dalam *writing*. Lalu PR yang selanjutnya dikoreksi

dengan cara satu siswa membaca satu kalimat beserta jawabannya. Tidak ada kendala sejauh ini. Berikutnya, siswa menuliskan kalimat mereka di papan tulis. Kesalahan siswa terkait dengan ketrampilan menulis semakin banyak berkurang, mereka memperhatikan huruf kapital dan tanda baca di kalimat mereka. PR yang terakhir yaitu menuliskan cerita masa kecil di buku *dialogue journal*. Beberapa dari mereka mengerjakan namun banyak juga yang tidak mengerjakan. Alasannya ada yang malas, banyak PR, nggak mudeng, dan akhirnya alasan sebenarnya adalah mereka kompak untuk tidak mengerjakan.

Selanjutnya, P menampilkan salah satu pekerjaan siswa yang sudah dikoreksi yang mengandung unsur *descriptive words* (*who, when, where, what and how*). P menjelaskan bagaimana menggunakan kata-kata tersebut dalam menulis teks recount. Atas kesepakatan P dengan GBI di pertemuan sebelumnya untuk mengurangi jumlah kegiatan karena waktunya akan tersita untuk mengoreksi PR, P langsung membagikan worksheet kepada siswa. Latihan soal pertama mereka bermain teka teki lagi dimana mereka diberi daftar kata kerja bentuk 1 dan diharuskan menuliskan bentuk lampaunya di teka teki. Saling berdiskusi dengan teman sebangku dan ada yang membuka kamus, kegiatan ini berjalan lancar. Setelah mengoreksi jawaban bersama-sama, P beralih ke latihan soal selanjutnya yaitu membuat kalimat menggunakan kata kerja yang sudah dituliskan di kotak teka-teki tadi. P mengingatkan siswa bagaimana menyusun kalimat menggunakan details 5W+1H seperti yang mereka lakukan di pertemuan sebelumnya. P memberi bantuan vocabulary yang ditayangkan di power point slide dan terbukti memudahkan mereka dalam membuat kalimat. Beberapa siswa

bertanya apakah boleh menggunakan kata-kata selain yang di PPT, tentu saja P membolehkan dan mendukung hal itu sepenuhnya, dengan syarat kalimatnya harus *make sense*.

Setelah mengoreksi kalimat yang dibuat para siswa, kesalahan yang tampak adalah terkait dengan *spelling* dan kecerobohan karena tidak mendengarkan penjelasan dari P untuk menggunakan kata kerja lampau di dalam kalimatnya. Beberapa kata yang *misspelled* antara lain *money*, *unforgettable*, *arived*. P mengecek pemahaman siswa lainnya dengan menanyakan ejaan dari kata-kata tersebut dan kata-kata yang mungkin kurang familiar bagi mereka, seperti *wallet*, *chased*, *forgive*, *forgave*, *swam*, dsb.

Selanjutnya, siswa diminta untuk membaca dalam hati sebuah teks recount lalu menjawab *comprehension questions* terkait *descriptive words*. siswa selanjutnya berpasangan membuat kalimat berdasarkan gambar. Selain gambar, mereka juga mendapat bantuan vocabulary berupa kata kerja dan noun yang menunjukkan keterangan tempat. Setelah menjelaskan instruksi dan contohnya, siswa mulai menyusun kalimat. Tak lupa P mengecek penguasaan vocab mereka dengan menanyakan arti dari kata-kata tersebut. Mereka menemukan satu kata baru yaitu *inflated* yang berarti meniup. Saat mengoreksi jawaban, kesalahan beberapa siswa terletak di kata *balloon*. Mereka menuliskan *ballon* dan ada yang *balon*. Padahal kata *balloon* sudah tertera di bawah gambar untuk membantu mereka menyusun kalimat.

Beralih ke latihan soal selanjutnya, para siswa diminta untuk kerja kelompok, masing-masing kelompok berisi empat anggota. Mereka diminta untuk

menulis sebuah cerita dari kalimat-kalimat yang sudah dibuat di kegiatan sebelumnya. Mereka juga boleh menambahkan *event* lain untuk dimasukkan ke dalam cerita. Dalam waktu 15 menit, siswa berkreasi membuat cerita. Setelah itu, mereka diminta untuk saling menukar cerita ke grup sebelah. Lalu, mereka memberi respon terhadap cerita tersebut dengan cara mengoreksi kesalahan grammar, spelling ataupun punctuation. Mereka juga boleh menambahkan ide baru untuk nantinya dikembangkan menjadi cerita yang lebih kompleks.

P menutup kelas dengan mengumumkan bahwa cerita yang paling bagus akan diberikan *reward* pada pertemuan selanjutnya. P mengakhiri kelas dengan salam dan terimakasih.

FIELD NOTES

No	: FN. 07
Hari, tanggal	: Senin, 31 Agustus 2015
Jam	: 10.00 – 13.45 WIB
Tempat	: Kelas X-C
Kegiatan	: Tindakan kelas
Responden	: Peneliti (P), Guru Bahasa Inggris (GBI), Siswa

Pukul 10.15 WIB P bersama dengan GBI berjalan dari ruang guru menuju kelas X-C. Setelah memasuki kelas, GBI meminta waktu kurang lebih 10 menit untuk memberi pengumuman kepada anak-anak kalau pertemuan selanjutnya akan diadakan ulangan mengenai teks *recount*. Dan beliau berpesan tidak akan mengulangi lagi apa yang sudah diajarkan oleh peneliti, jadi mereka diminta

untuk sungguh-sungguh dalam mengerjakan soal maupun mendengarkan penjelasan dari peneliti. Lalu, sebelum memulai pelajaran, P mengingatkan siswa-siswi bahwa hari itu adalah hari terakhir P mengajar di kelas X-C untuk penelitian. Dan juga P mengingatkan bahwa di akhir pelajaran nanti akan ada *post-test*.

Peneliti menggunakan 10 menit di awal untuk kegiatan free writing di buku dialogue journal. Para siswa diminta bebas menuliskan apapun sesuka hati lalu seperti yang sudah dilakukan sebelumnya, yaitu merespon tulisan partnernya masing-masing. Beberapa siswa ada yang sudah sungguh-sungguh menulis tapi beberapa lainnya hanya menulis satu kalimat, misal “*How are you, Fajrul?*” Karena singkat sekali, Fajrul bingung mau balas apa, akhirnya dia tanya ke peneliti, peneliti pun menjawab dengan memberi ide kalau kamu bisa menjawab “*Fine, thank you. What about you? Don’t you have anything else to say to me?*” atau “*Why is it so simple?*” Setelah mendapat bantuan ide dari peneliti, Fajrul mulai bisa memberi respon. Ternyata setelah ditelusuri, Fajrul tidak hadir pada pertemuan pertama, itu sebabnya dia merasa bingung bagaimana untuk merespon tulisan yang hanya satu baris seperti itu. Setelah dua kali saling menulis dan merespon tulisan masing-masing, peneliti menghentikan aktivitas tersebut.

Peneliti menayangkan salah satu cerita terbaik dari kerja kelompok di pertemuan sebelumnya, yaitu milik kelompok Nindya. Sesuai yang dijanjikan, kelompok tersebut diberikan *reward* di akhir pelajaran dan Nindya diminta untuk membaca teksnya dengan keras. Peneliti memilih cerita Nindya sebagai yang terbaik karena aspek grammar, vocabulary, mechanics, organization sudah betul.

Bahkan di cerita mereka sudah menggunakan *time connetors* yaitu *first, then, next* yang akan dijelaskan pada pertemuan hari itu.

Peneliti dibantu beberapa siswa membagikan worksheet. Peneliti lalu meminta masing-masing siswa untuk membaca dalam hati teks recount pada halama pertama dan mempelajari keterangan *time connectors* yang ada di bawah teks. Peneliti kemudian menjelaskan bagaimana menggunakan *time connectors* seperti *first, then, next, finally* dalam recount text. Selanjutnya, para siswa diminta untuk menyebutkan *time connectors* yang ada di teks pertama. Karena dirasa mudah, dilanjutkan ke latihan soal berikutnya. Siswa secara berpasangan melengkapi paragraf rumpang dengan mengisi kata penghubung waktu seperti yang tertera di bawah teks. Sebelum mengerjakan, peneliti bersama siswa-siswi menerjemahkan teks tersebut, untuk memudahkan mereka memilih *time connectors* yang tepat. Saat mencocokkan jawaban, terdapat perbedaan jawaban antara menggunakan penghubung *at this point* atau *next*. Setelah berdiskusi dengan peneliti, akhirnya semua pertanyaan terjawab dengan benar.

Latihan soal selanjutnya, membuat kalimat menggunakan kata penghubung. Beberapa siswa langsung bereaksi kalau mereka bosan membuat kalimat terus, ada yang nggak tahu banyak kosaakata dalam bahasa Inggris, ada yang langsung sandaran di tembok. Peneliti mendekati anak-anak tersebut dan membantu mereka *step by step* merangkai kata-kata menjadi sebuah kalimat. Setelah selesai, anak-anak satu per satu membaca kalimat satu saja sesuai urutan tempat duduk. Siswa lainnya mendengarkan kalimat tersebut dan menilai benar

apa salah, jika salah salahnya dimana harus bisa mengoreksi. Lagi-lagi kesalahan terletak di kata kerja yang masih menggunakan bentuk pertama. Kesimpulannya adalah rata-rata para siswa jika lama tidak menggunakan kata kerja bentuk lampau untuk kegiatan menulis, mereka akan lupa. Jadi mereka perlu dibiasakan untuk menulis.

Berikutnya, siswa diminta untuk berkelompok dengan masing-masing kelompok beranggotakan empat orang. Peneliti meminta mereka membuat *draft* tentang salah satu topik yang tertera di *worksheet* untuk dikembangkan menjadi sebuah cerita. Sebagian besar kelompok memilih untuk menceritakan tentang *vacation* sewaktu masih SMP, karena beberapa dari mereka dulunya satu SMP. Peneliti mengajari para siswa bagaimana caranya membuat *drafting*, yaitu menuliskan ide pokok dari cerita. Misal, paragraf pertama kan *orientation*, siswa hanya perlu menulis siapa yang sedang berlibur, dimana dan kapan. Lalu di paragraf *events*, siswa menuliskan kegiatan selama liburan, misalnya *taking pictures, eating at luxurious restaurant, buying souvenirs, visiting national park, etc.* Dan selanjutnya di *re-orientation* siswa menyimpulkan liburannya menyenangkan atau tidak, pesan dan kesan selama liburan, contohnya *wonderful, unforgettable vacation. I want to go there again someday.* Setelah diberi contoh seperti tadi, para siswa mulai membuat *draft*. Peneliti membantu kegiatan ini dengan berkeliling membantu menemukan kata yang pas untuk ide mereka jika ada yang merasa kesulitan. Setelah selesai, *draft* mereka ditukar satu sama lain untuk selanjutnya dibuat cerita oleh kelompok lainnya. Karena berkelompok, penulisan cerita berlangsung cukup cepat.

Peneliti meminta siswa untuk mengumpulkan buku *dialogue journal*. Lalu peneliti me-review materi dari awal pertemuan hingga hari itu. Selanjutnya, siswa diminta memasukkan semua buku dan kamus yang ada di meja dan hanya menyediakan alat tulis. Peneliti dibantu dengan GBI membagikan lembar *post-test*, setelah menjelaskan instruksi, peneliti dan GBI bersama-sama mengawasi tes. Selanjutnya, *post-test* dikumpulkan dan peneliti mengucapkan terimakasih dan maaf selama penelitian berlangsung. Kelas diakhiri dengan berdoa dan menyanyikan lagu nasional. Sebelum keluar kelas, peneliti meminta para siswa untuk berfoto bersama dan wawancara sebentar. Peneliti meminta ijin GBI untuk melakukan wawancara di kediaman beliau saja dan GBI menyetujuinya.

Hasil dari wawancara dengan siswa menyebutkan kalau mereka senang dengan kegiatan *dialogue journal*, mereka mendapatkan ilmu baru dan vocab nya menjadi bertambah. Selain itu, kegiatan *dialogue journal* juga efektif untuk membuat mereka lebih berani menuangkan ide, pikiran, ataupun perasaan terhadap sesuatu terutama dalam menuliskan pengalaman masa lalu.

F. INTERVIEW GUIDELINES AND TRANSCRIPTS

Interview Guidelines

Before Implementation

Guru

1. Apakah menurut ibu writing skill itu penting?
2. Menurut ibu, apakah siswa-siswi kelas X- C menyukai mata pelajaran bahasa inggris terutama dalam skill writing?
3. Apa saja kesulitan yang ditemui siswa dalam belajar writing terutama dalam menulis teks seperti recount?
4. Menurut ibu, mana yang lebih penting dalam writing; fluency atau accuracy?
5. Bagaimana kemampuan menulis siswa dilihat dari aspek kelancaran menulis terutama dalam menulis teks seperti recount?
6. Bagaimana kegiatan writing di kelas?
7. Apa saja permasalahan yang ibu temui dalam mengajarkan writing di kelas tersebut?
8. Apa usaha yang ibu lakukan untuk meningkatkan kemampuan menulis siswa, terutama dalam penggunaan teks recount khususnya?
9. Bagaimana pendapat ibu mengenai rencana penggunaan dialogue journal untuk meningkatkan writing fluency siswa, terutama dalam teks recount?

Siswa

1. Apakah kalian senang dengan pelajaran bahasa inggris, terutama dalam ketrampilan menulis? Mengapa senang/tidak senang?
2. Menurut kalian, menulis itu mudah nggak?

3. Apakah kalian sering melakukan aktivitas menulis menggunakan bahasa inggris?
4. Apa yang membuat kalian takut menulis menggunakan bahasa inggris?
5. Apa saja kesulitan yang kalian temui saat menulis terutama menulis teks recount?
6. Bagaimana cara kalian mengatasi kesulitan-kesulitan tersebut?
7. Apakah guru kalian memfasilitasi dalam aktivitas menulis di kelas?
8. Apakah kalian suka kalau tulisan kalian diberi koreksi/penilaian?
Mengapa?

Interview Guidelines

Cycle 1

Guru

1. Bagaimana pendapat ibu mengenai kemampuan siswa dalam ketrampilan menulis di cycle 1 ini?
2. Bagaimana pendapat ibu mengenai kegiatan penggunaan dialogue journal di kelas X-C ini?
3. Bagaimana dengan penyampaian materi yang saya lakukan di kelas?
4. Menurut ibu, apa kekurangan yang ada dalam cycle 1 ini?
5. Saran apa yang dapat ibu berikan untuk cycle selanjutnya?
6. Apakah kemampuan menulis teks recount siswa mengalami kemajuan dalam cycle ini?

Siswa

1. Apa pendapat kamu mengenai kegiatan di kelas menulis bahasa inggris selama ini?
2. Bagaimana pendapat kalian mengenai penggunaan dialogue journal selama ini?
3. Apa saja kesulitan yang kalian temui selama cycle 1 ini?
4. Bagaimana dengan penyampaian materi , apakah sudah jelas?
5. Kekurangan apa yang kalian rasakan selama cycle 1?
6. Kegiatan yang seperti apakah yang kalian harapkan di kelas menulis bahasa inggris teks recount pada cycle ini?

Interview Guidelines Cycle II

Guru

1. Bagaimana penilaian ibu terhadap kemampuan siswa dalam keterampilan menulis siswa di cycle 2 ini?
2. Menurut ibu, apa kekurangan yang ada dalam cycle 2 ini?
3. Apakah kegiatan yang dilakukan di cycle 2 sudah baik menurut ibu?
4. Apa pendapat ibu mengenai penggunaan Dialogue Journal untuk meningkatkan kemampuan siswa dalam menulis bahasa inggris terutama teks recount?
5. Apakah menurut ibu penggunaan Dialogue Journal ini bisa meningkatkan kemampuan siswa dalam menulis teks recount?

6. Kemajuan dari segi apa saja yang dicapai siswa selama menggunakan Dialogue Journal?
7. Bagaimana menurut ibu dengan pemberian respon pada setiap tulisan yang dibuat oleh masing-masing siswa?

Siswa

1. Apa pendapat kamu mengenai kegiatan di kelas menulis bahasa inggris selama ini?
2. Apa sajakah kesulitan yang kamu temui selama di cycle 2?
3. Apa pendapat kamu mengenai penggunaan dialogue journal?
4. Apakah kamu merasa bahwa penggunaan dialogue journal ini bisa meningkatkan kemampuan kamu dalam menulis teks recount?
5. Kemajuan apa saja yang kalian dapatkan selama pelaksanaan kegiatan menulis teks recount menggunakan dialogue journal?
6. Apakah kesulitan terbesar kalian selama menulis dalam dialogue journal?
7. Bagaimana menurut kamu dengan respon yang diberikan temanmu dan juga gurumu mengenai tulisan kalian dalam dialogue journal?

Interview 1

Hari/Tanggal : Senin, 27 Juli 2015

Jam : 12.00-12.15

Tempat : Ruang Guru

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

P : Apakah menurut ibu writing skill itu penting?

GBI : Saya kira untuk writing itu penting mbak, karena kalau pada dasarnya anak-anak untuk belajar Bahasa Inggris. Disamping dia juga berlatih speaking dia berlatih untuk menulis dengan lancar.

P : Menurut ibu, apakah siswa-siswi kelas X- C menyukai mata pelajaran bahasa inggris terutama dalam skill writing?

GBI : Kalau menurut saya pribadi itu para siswa juga senang tapi mungkin ada beberapa yang terkendala, ya mungkin agak ada tantangan untuk skill khususnya writing.

P : Apa saja kesulitan yang ditemui siswa dalam belajar writing terutama dalam menulis teks seperti recount?

GBI : Pertama, mungkin dia terkendala oleh vocab, penguasaan vocab. Kemudian yang kedua, mungkin para siswa sebenarnya mengalami kesulitan dalam menuangkan ide-ide mereka atau menuangkan bentuk kata-kata atau kegiatan-kegiatan atau aktivitas-aktivitas yang akan ditulis karena terkenala dengan satu tadi yaitu vocab dan menulis sesuai grammar.

- P :Menurut ibu, mana yang lebih penting dalam writing; fluency atau accuracy?
- GBI : Sebetulnya dua-duanya penting tetapi kalau untuk writing itu
- P :Bagaimana kemampuan menulis siswa dilihat dari aspek kelancaran menulis terutama dalam menulis teks seperti recount?
- GBI : Kemampuan siswa dari aspek kelancaran ya mbak, mungkin kalau untuk kelancaran dalam menulis teks recount itu hanya beberapa siswa ya mbak Arik yang bias menulis menuangkan yaitu pengalaman mereka atau aktivitas-aktivitas mereka atau mungkin juga kegiatan yang dilakukan diwaktu lampau. Tetapi pada dasarnya ya hanya beberapa siswa yang mampu yang menuangkan dengan lancer dan cepat. Yang lainnya ya mungkin ya masih agak tersendat-sendat.
- P :Bagaimana kegiatan writing di kelas?
- GBI : Ya kalau lancarnya sih lancar,tapi anak-anak sebagian besar banyak ini kendalanya lambat di dalam menuliskan. Missal kita beri waktu seperempat jam untuk menulis teks recount hanya simple, ya simple tapi anak-anak terkadang hanya dapat dua kalimat tiga kalimat.
- P :Apa saja permasalahan yang ibu temui dalam mengajarkan writing di kelas tersebut?
- GBI : Kendalanya ya mungkin, mungkin apa ya ini mbak anak-anak agak kurang, kurang bisa mengembangkan kemampuannya mungkin karena juga faktor apa ya,
- P :Takut?

GBI : Takut, kemudian juga ini dia bisa kok kalau dalam bahasa Indonesia tapi untuk menuangkan dalam bahasa Inggris terkendala di penguasaan vocab-nya yang terbatas.

P : Apa usaha yang ibu lakukan untuk meningkatkan kemampuan menulis siswa, terutama dalam penggunaan teks recount khususnya?

GBI : Dia ini saya harapkan kamu menuliskan pengalaman kamu yang *unforgettable experience*, itu kan tak terlupakan. Terus kamu tuliskan pake bahasa Indonesia dulu terus kamu gunakan kamus maka setiap ada kelas bahasa Inggris harus bawa kamus walaupun itu hanya *vocab dictionary*

P : Bagaimana pendapat ibu mengenai rencana penggunaan *dialogue journal* untuk meningkatkan *writing fluency* siswa, terutama dalam teks recount?

GBI : Yang dimaksud dengan *dialogue journal* itu yang gimana to mbak? Apa tulisannya nanti berbentuk dialog atau bagaimana?

P : Jadi *dialogue journal* itu dilakukan antara dua siswa, sama-sama menulis misalkan menuliskan pengalaman masa lalu. Setelah beberapa menit tulisan tersebut ditukar satu sama lain dan masing-masing siswa merespon terhadap tulisan tersebut dalam bentuk komentar atau menambahkan ide tau sesuka mereka apa yang ingin dikatakan.

GBI : Kalau untuk penggunaan *dialogue journal* itu saya kira bagus ya mbak, bagus kalau kita gunakan. Tapi ya itu tadi tergantung dari siswanya itu, kalau siswanya mampu yang bias ya mungkin dia terus bisa lancar, tetapi kalau yang tidak ya biasanya terkendala seperti yang saya sebutka tadi.

Interview 2

Hari/Tanggal : Senin, 27 Juli 2015

Jam : 13.50-14.00

Tempat : Ruang Perpustakaan

Responden : P : Peneliti

S8 : Siswa

S25 : Siswa

P : Apakah kalian senang dengan pelajaran bahasa inggris, terutama dalam ketrampilan menulis? Mengapa senang/tidak senang?

S8 : Senang

S25 : Senang, gimana ya, karena enak bahasa inggris tu

P : Enaknya gimana?

S25 : Ya, nggak monoton kayak bahasa Indonesia

P : Menurut kalian, menulis itu mudah nggak?

S8 : Ya kadang mudah kadang enggak

S25 : Ya kalau kata-katanya susah ya susah nulisnya, kalau gampang ya gampang.

P : Apakah kalian sering melakukan aktivitas menulis menggunakan bahasa inggris?

S8 : Sering

S25 : Sering

P : Dimana kalian biasanya nulis?

S8 : Di kelas, di rumah

S25 :Di sosmed

P :Apa yang membuat kalian takut menulis menggunakan bahasa inggris?

S8 :Takut Salah

S25 :Salah

P :Apa saja kesulitan yang kalian temui saat menulis terutama menulis teks recount?

S5 :Nyusun kata

P :Nyusun kata, terus?

S5 :Suka lupa sama itunya, apa verb-2 nya itu lo

P :Oh, verb ya?

S28 :Iya verb

P :Kalau untuk organisasi teks-nya udah paham?

S5 :Sudah

P :Bagaimana cara kalian mengatasi kesulitan-kesulitan tersebut?

S :Liat kamus

P :Liat kamus, selain itu?

S25 :Tanya temen

P :Apakah guru kalian memfasilitasi dalam aktivitas menulis di kelas?

S8 :Tidak

S25 :Tidak

P :Apakah kalian suka kalau tulisan kalian diberi koreksi/penilaian?
Mengapa?

S8 :Suka karena jadi tahu salahnya dimana, benarnya dimana

S25 :Iya

P :Meskipun koreksi tentang grammar gitu ya

S25 :Iya

Interview 3

Hari/Tanggal : Senin, 27 Juli 2015

Jam : 14.00-14.10

Tempat : Ruang Perpustakaan

Responden : P : Peneliti

S16 : Siswa

P :Apakah kamu senang dengan pelajaran bahasa inggris, terutama dalam ketrampilan menulis? Mengapa senang/tidak senang?

S16 : Ya kalo saya tidak senang karena saya apa, ngartiinnnya susah

S16 : Ya kadang kadang

R : Seperti apa?

P :Menurut kamu, menulis itu mudah nggak?

S16 : Ya sulit, sulit karena ga tau artinya itu

P :Apakah kamu sering melakukan aktivitas menulis menggunakan bahasa Inggris?

S16 :Ya kadang kadang

P :Apa yang membuat kamu takut menulis menggunakan bahasa inggris?

S16 :Takut salah, karena gatau apa isinya apa gitu

P : Apa saja kesulitan yang kamu temui saat menulis terutama menulis teks recount?

S16 : Ee apa idenya, ceritanya, alur ceritanya sama nyari bahasa inggrisnya

P : Vocabulary ya

S16 : Iya

P : Bagaimana cara kamu mengatasi kesulitan-kesulitan tersebut?

S16 : Tanya teman atau orangtua sama buka kamus

P : Apakah ibu guru memfasilitasi dalam aktivitas menulis di kelas?

S16 : Ya seperti kemarin buat PR recount text

P : Apakah kamu suka kalau tulisan kalian diberi koreksi/penilaian?
Mengapa?

S16 : Ya suka karena bisa apa ,nambah pengetahuan nulis pake bahasa inggris

Interview 4

Hari, Tanggal : Rabu, 24 Agustus 2015

Tempat : Ruang Guru

Jam : 12.05-12.15 WIB

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

P : Bagaimana pendapat ibu mengenai kemampuan siswa dalam ketrampilan menulis di cycle 1 ini?

GBI : Setelah melihat dari slide yang ditayangkan oleh mbak Arik tadi di depan ternyata para siswa itu kemampuan dalam ketrampilan menulisnya itu

masih sangat, sangat sangat minim, baik itu penggunaan vocabnya, juga untuk grammarnya, apalagi itu untuk punctuationnya dan juga capitalize ya.

P : Bagaimana pendapat ibu mengenai kegiatan penggunaan dialogue journal di kelas X-C ini?

GBI : Setelah saya melihat pekerjaan dari beberapa siswa di sekitar saya kemarin, ee penggunaan dialogue journal itu sangat bagus dan sangat membantu siswa untuk aktif dan lebih berani di dalam menuangkan ide.

P : Bagaimana dengan penyampaian materi yang saya lakukan di kelas?

GBI : Ya kalau mbak Arik menyampaikan materinya sudah sangat bagus, sangat jelas, dan bisa dipahami oleh siswa.

P : Menurut ibu, apa kekurangan yang ada dalam cycle 1?

GBI : Kekurangan dalam cycle 1 mungkin ini ya penekanan penggunaan tanda baca, kemudian juga kalau vocab tentu saja siswa ya, kemudian juga penggunaan time connectors, kemudian capitalize itu yang harus diperhatikan. Karena kebanyakan para siswa kesalahannya kan disitu.

P : Saran apa yang dapat ibu berikan untuk cycle selanjutnya?

GBI : Untuk cycle selanjutnya setelah mbak Arik melihat, mengoreksi pekerjaan atau hasil dari para siswa tentu saja hasil-hasil yang baik ditayangkan, kemudian hasil yang kurang baik dari para siswa itu juga ditayangkan kemudian diberi pembetulan ya. Kemudian yang kemarin itu latihan yang untuk PR itu seharusnya dibahas semua, dibahas semua satu

sampai berapa itu lima, ditayangkan di slide kemudian siswa disuruh maju menuliskan kalimat yang sudah dibuat.

P : Apakah kemampuan menulis teks recount siswa mengalami kemajuan dalam cycle ini?

GBI :Ya, kalau melihat hasil dari siswa itu sudah ada kemajuan, hanya dia bisa menggunakan grammarnya dengan baik. Kalau untuk membuat teks recount karena menceritakan pengalaman di masa silam jadi mereka sudah menggunakan verb bentuk ke-dua. Kemudian juga sudah bisa menggunakan keterangan waktu kemudian juga tadi saya lihat dari hasil para siswa, mereka sudah menggunakan kata penghubung seperti first, then.

Interview 5

Hari, Tanggal : Rabu, 24 Agustus 2015

Tempat : Ruang Perpustakaan

Jam : 11.50-12.00

Responden : P : Peneliti

S : Siswa

P :Apa pendapat kamu mengenai kegiatan di kelas menulis bahasa inggris selama ini?

S :Membantu sekali, jadi lebih paham menulis bahasa Inggris

P :Bagaimana pendapat kalian mengenai penggunaan dialogue journal selama ini?

- S :Efektif menurut saya. Jadi membantu sharing juga ke sesama cara nulisnya gimana.
- P :Apa saja kesulitan yang kalian temui selama cycle 1 ini?
- S :Kesulitannya kadang kurang paham sama kurang jelas aja
- P :Kurang pahamnya gimana? Apa karena kamu duduk di belakang dan anak-anak di sekitarmu kadang ramai sendiri?
- S :Iya Bu soalnya suaranya Ibu kadang ngga kedengeran sampai sana, kalah sama temen-temen cowok itu.
- P :Bagaimana dengan penyampaian materi, apakah sudah jelas?
- S :Cukup jelas
- P :Kekurangan apa yang kalian rasakan selama di cycle 1?
- S :Kurang paham aja sama penyampaiannya, kadang terlalu cepat
- P :Kegiatan yang seperti apakah yang kalian harapkan di kelas menulis bahasa inggris teks recount pada cycle ini?
- S :Kalau itu tergantung Ibunya aja mau gimana
- P : Nindy, kenapa kamu nggak menuliskan ceritamu? Padahal PR yang tadi kamu kerjakan.
- S : Banyak PR e Miss hari ini. Capek, pusing.
- P : Kamu kenapa nggak nulis juga, Ahmad?
- S : Susah kok Miss bahasa inggris itu.Banyak aturan
- P : Punya kamus nggak di rumah?
- S : Enggak Miss

P : Terus biasanya kalau ada tugas bahasa inggris gimana kamu ngerjakannya?

S : Tanya temen Miss, nyontek malah.

P : Ikhsan kenapa nggak nulis juga?

S : Hehe, males Miss nggak ada yang bantuin

Interview 6

Hari, Tanggal : Senin, 31 Agustus 2015

Tempat : Kediaman Guru Bahasa Inggris

Jam : 15.00-15.30 WIB

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

P : Bagaimana penilaian ibu terhadap kemampuan siswa dalam keterampilan menulis siswa di cycle 2 ini?

GBI : Ternyata setelah mbak Arik memberikan keterangan tentang capitalize, kemudian juga penggunaan kata penghubung, anak-anak juga memiliki kemajuan. Bahkan kemajuannya dari hasil beberapa yang sudah saya baca kemajuannya sangat pesat. Berarti apa yang disampaikan mbak Arik kan para siswa sudah bisa memahami dan mengerti apa yang disampaikan mbak Arik.

P : Menurut ibu, apa kekurangan yang ada dalam cycle 2 ini?

GBI : Emm, kekurangan yang ada di cycle 2 ini mbak Arik, kemarin kan saya juga nunggu di kelas. Mungkin ini e pengelolaan kelasnya ya, kan ada

beberapa siswa yang diam tetapi diam disitu mereka pasif. Tetapi ada memang yang diam disitu mereka yang bagian depan itu tertib. Nah mungkin untuk pengelolaan siswa ini masukan buat mbak Arik bisa dikontrol, dipantau. Mbak Arik mungkin keliling melihat apakah mereka mengerjakan yang dikehendaki mbak Arik atau hanya diam aja diam pasif.

P :Apakah kegiatan yang dilakukan di cycle 2 sudah baik menurut ibu?

GBI :Ya kalau menurut saya, eem saya lihat waktu saya nungguin mbak Arik sudah baik ngajarnya, sudah jelas. Ya harapan saya siswa juga bisa menerima penjelasan dari mbak Arik dan bisa memahami apa yang disampaikan.

P :Apa pendapat ibu mengenai penggunaan Dialogue Journal untuk meningkatkan kemampuan siswa dalam menulis bahasa inggris terutama teks recount?

GBI :Ya cukup bagus, bagus sekali penggunaan dialogue journal. Ya itu tadi siswa yang mungkin takut, malu-malu bisa menuliskan di dialogue journal. Mereka bisa berpasang-pasangan, bisa saling merespon apa yang dituliskan. Jadi hampir semua siswa menggunakan dialogue journal itu aktif.

P :Apakah menurut ibu penggunaan Dialogue Journal ini bisa meningkatkan kemampuan siswa dalam menulis teks recount?

GBI :Ya, ya jelas bisa. Bisa meningkatkan kemampuan siswa itu tadi.

P :Kemajuan dari segi apa saja yang dicapai siswa selama menggunakan Dialogue Journal?

GBI :Kemajuannya ya tadi mereka berani, kemudian saya lihat mereka sudah bisa menggunakan kalimat dalam bentuk simple past karena di dalam teks recount kan menggunakan verb dua. Kemudian keterangan waktunya juga dan juga kata penghubung

P :Bagaimana menurut ibu dengan pemberian respon pada setiap tulisan yang dibuat oleh masing-masing siswa?

GBI :Eee kalau pemberian respon yang ditulis masing-masing siswa itu ya saya kira bagus mbak, karena mereka ada related-nya. Oh kalau temennya membuat statement seperti ini, saya meresponnya dengan menggunakan kalimatnya ya nyambung istilahnya dengan partnernya mereka merespon dengan kalimat yang ada kaitannya dengan topik atau tema. Saya kira bagus sekali itu ya untuk dialogue journal ya, bagus sekali untuk meningkatkan kemampuan siswa di dalam menulis teks recount dalam bahasa inggris tentunya karena ini pelajaran bahasa Inggris.

Interview 7

Hari, Tanggal : Senin, 31 Agustus 2015

Tempat : Ruang Perpustakaan

Jam : 14.00-14.15

Responden : P : Peneliti

S5 : Siswa

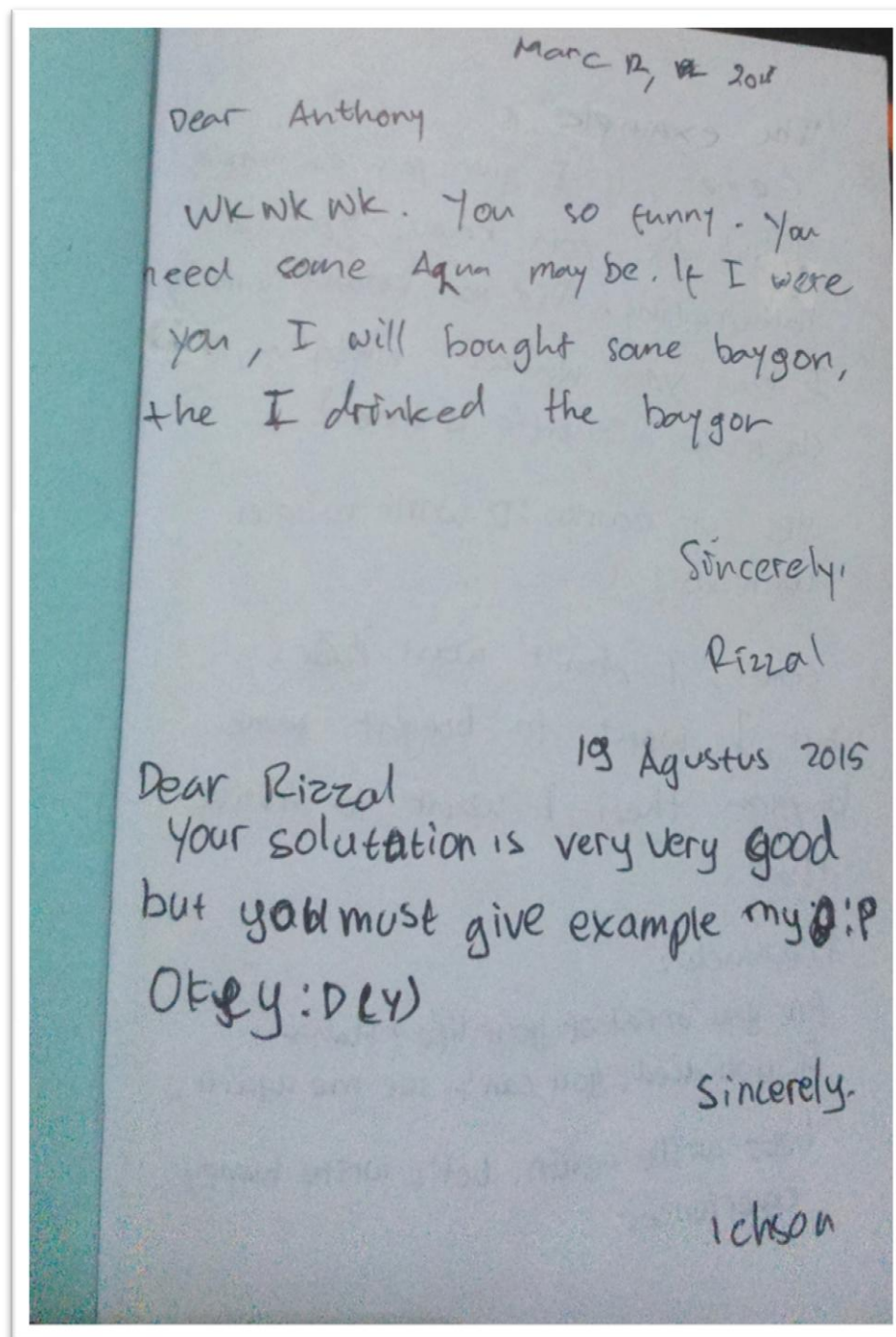
S11 : Siswa

- P :Apa pendapat kamu mengenai kegiatan di kelas menulis bahasa inggris selama ini?
- S5 :Ee kalau menurut saya ya kegiatan menulis di kelas bahasa Inggris tu mengasyikkan terus ee seru, nggak mbosenin juga. Yaudah gitu
- P :Apa sajakah kesulitan yang kamu temui selama di cycle 2?
- S11 :Eeee kesulitan mungkin cuman kurang apa ya, vocabulary apa lagi? Ada tambahan mungkin?
- S5 :Kesulitan ya apa ya, ada nggak?
- S11 :Kelasnya ramai jadi nggak bisa fokus
- P :Apa pendapat kamu mengenai penggunaan dialogue journal?
- S5 :Itu membantu kita biar cepet bisa menulis teks recount
- S11 :Memudahkan juga
- P :Apakah kamu merasa bahwa penggunaan dialogue journal ini bisa meningkatkan kemampuan kamu dalam menulis teks recount?
- S11 :Ya bisa banget
- S5 :Bisa
- P :Kemajuan apa saja yang kalian dapatkan selama pelaksanaan kegiatan menulis teks recount menggunakan dialogue journal?
- S5 :Ya bisa nambah nambah vocab, verb dua nya
- P :Apakah kesulitan terbesar kalian selama menulis dalam dialogue journal?
- S5 :Menyusun kata-katanya
- S11 :Menyusun kalimat

- P : Bagaimana menurut kamu dengan respon yang diberikan temanmu dan juga gurumu mengenai tulisan kalian dalam dialogue journal?
- S5 : Kalau di dialogue journal punya saya malah responnya gaje gaje, kadang nggak penting
- S11 : Kalau dari bu guru memberi masukannya bagus biar kita lebih baik lagi
- S11 : Untuk saya, itu sangat sangat memotivasi

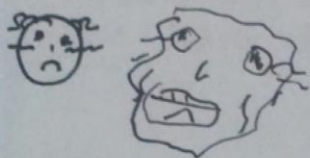
G. THE STUDENTS' DIALOGUE JOURNALS

Cycle 1



Cycle 1

Dear Dila,
 tomorrow I had combat with my boyfriend
 I'm so sad. He told me that I always
 blame him. I don't know what should I
 do right now. do you have an idea for me?



Dear Nindy

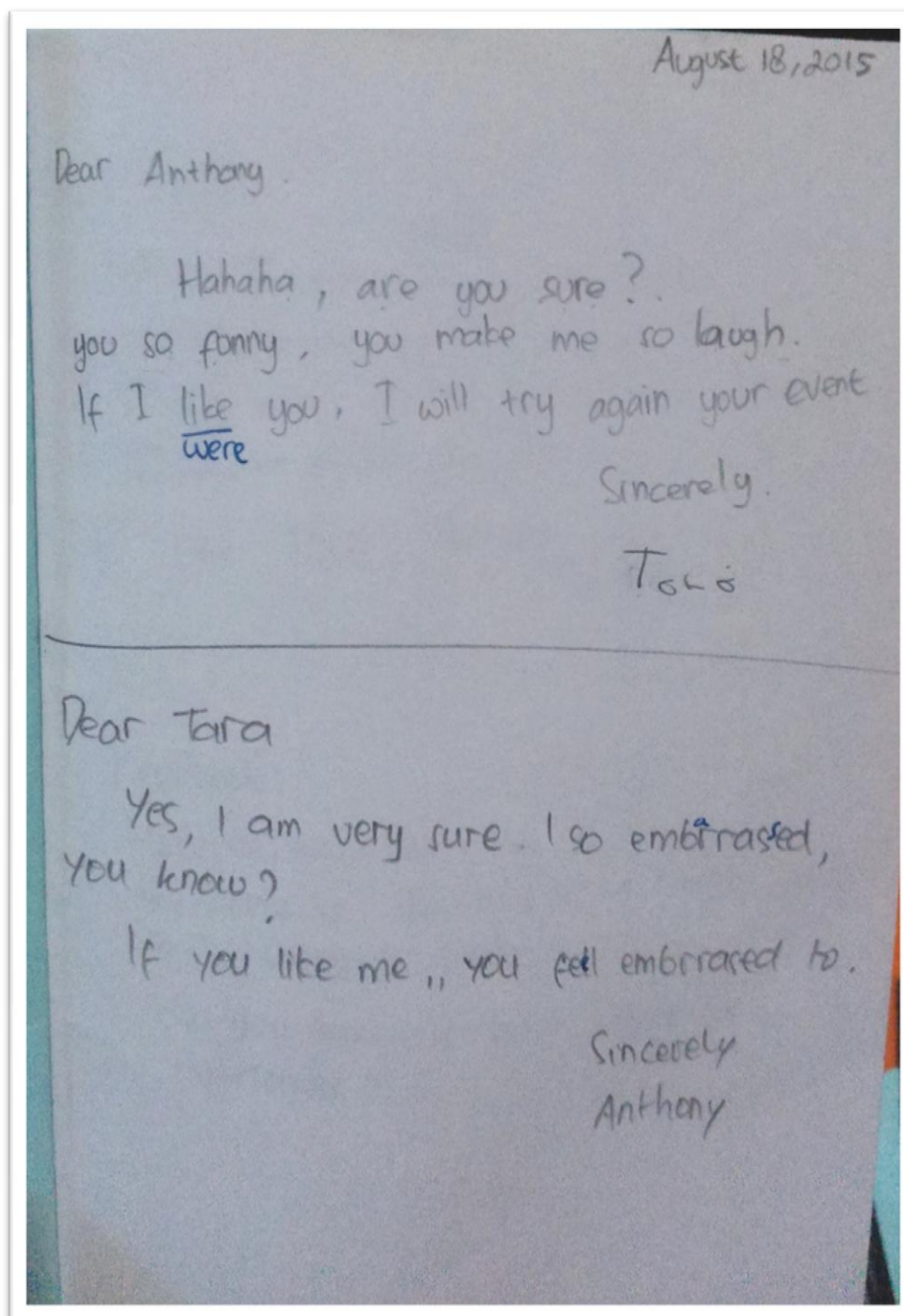
Your Boyf didn't want
 arrange.

I know it. but my boy don't want
 to listen to me at all. I'm so sad ☹️
 It always my fault again and again.

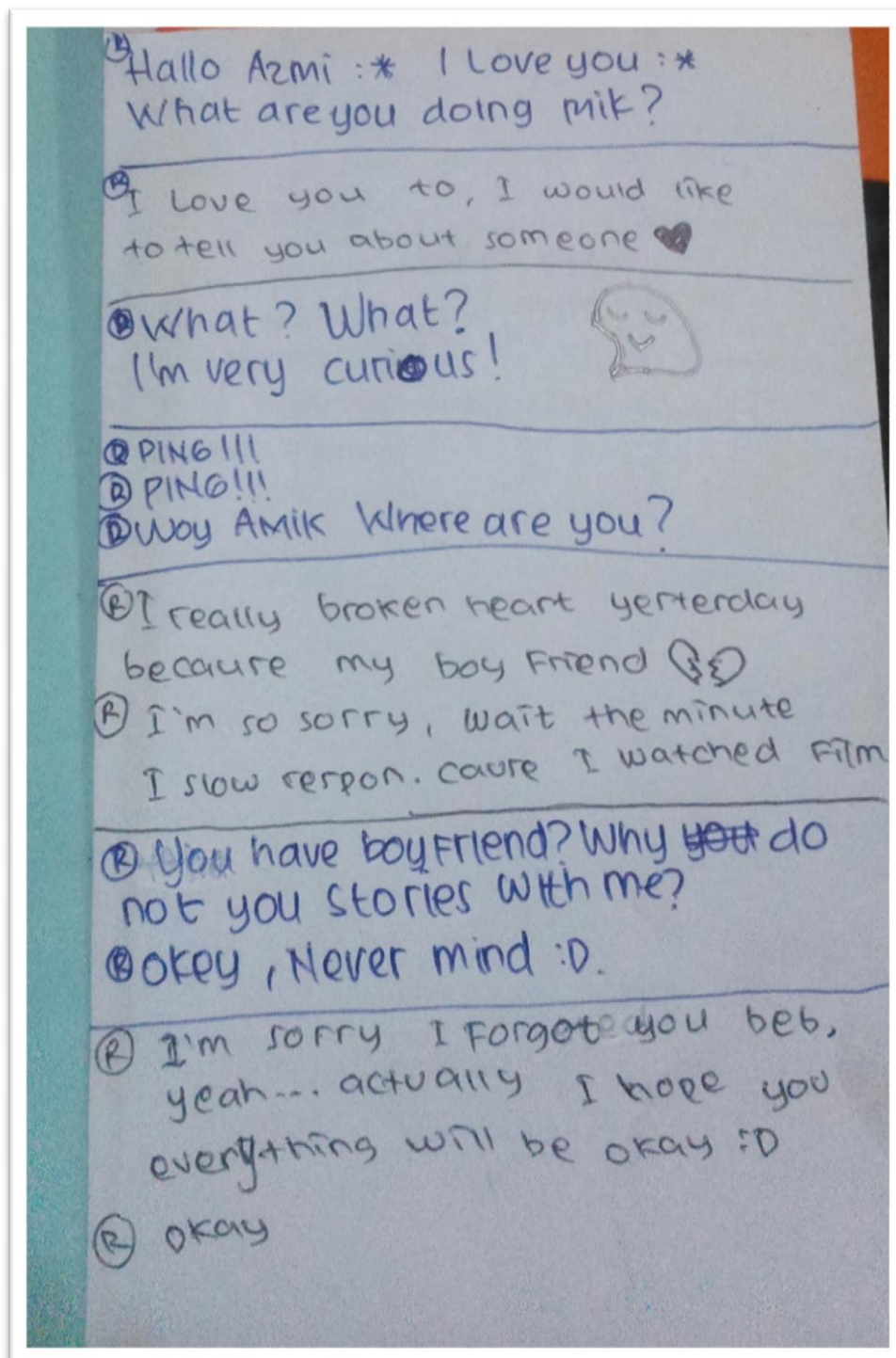


eeemm I think you must divest your
 boyf because if very over protec
 I'm scared your boyf bored
 with you, let your boyf carry
 out something that makes his
 happy.

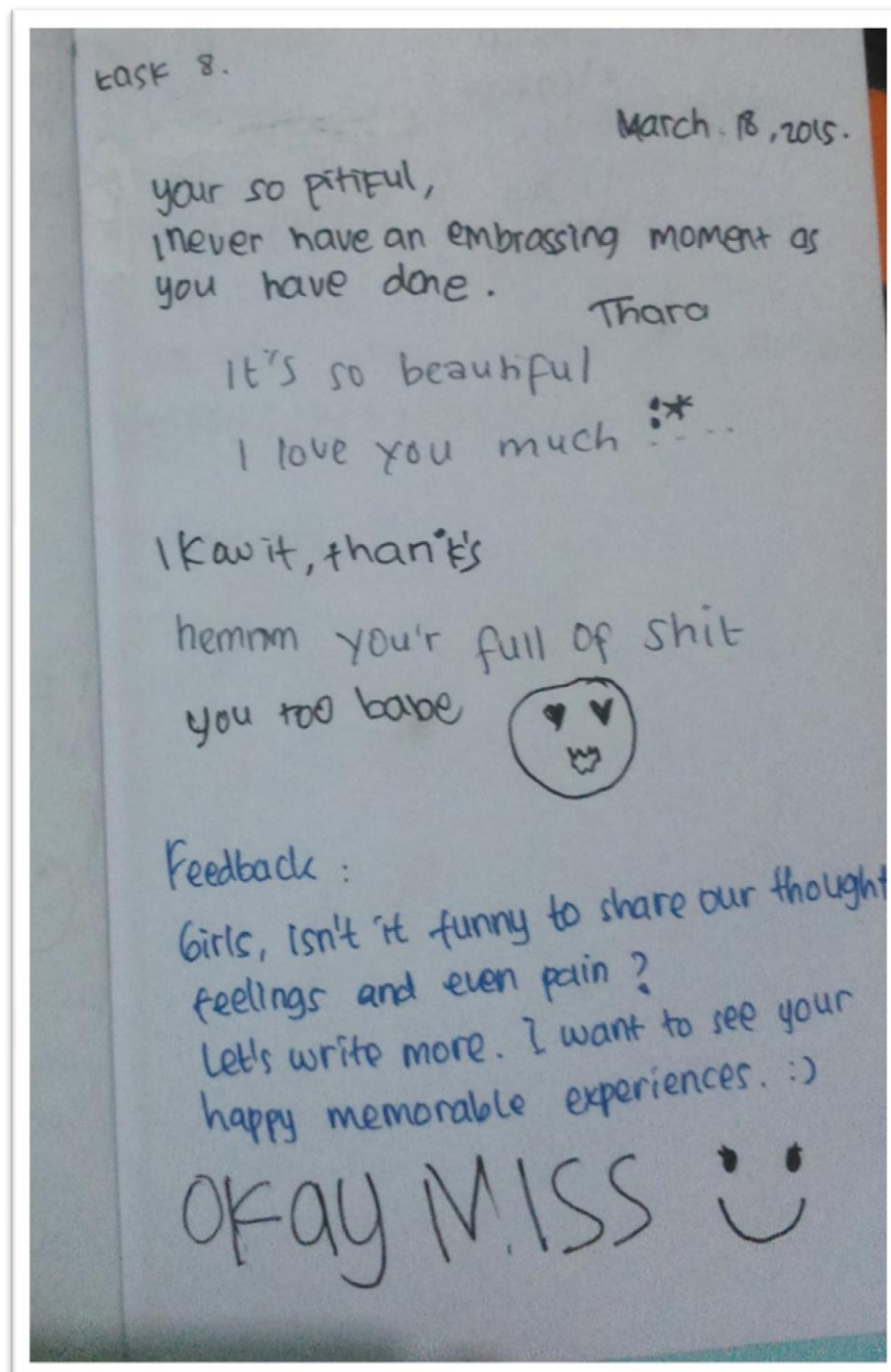
Cycle 1



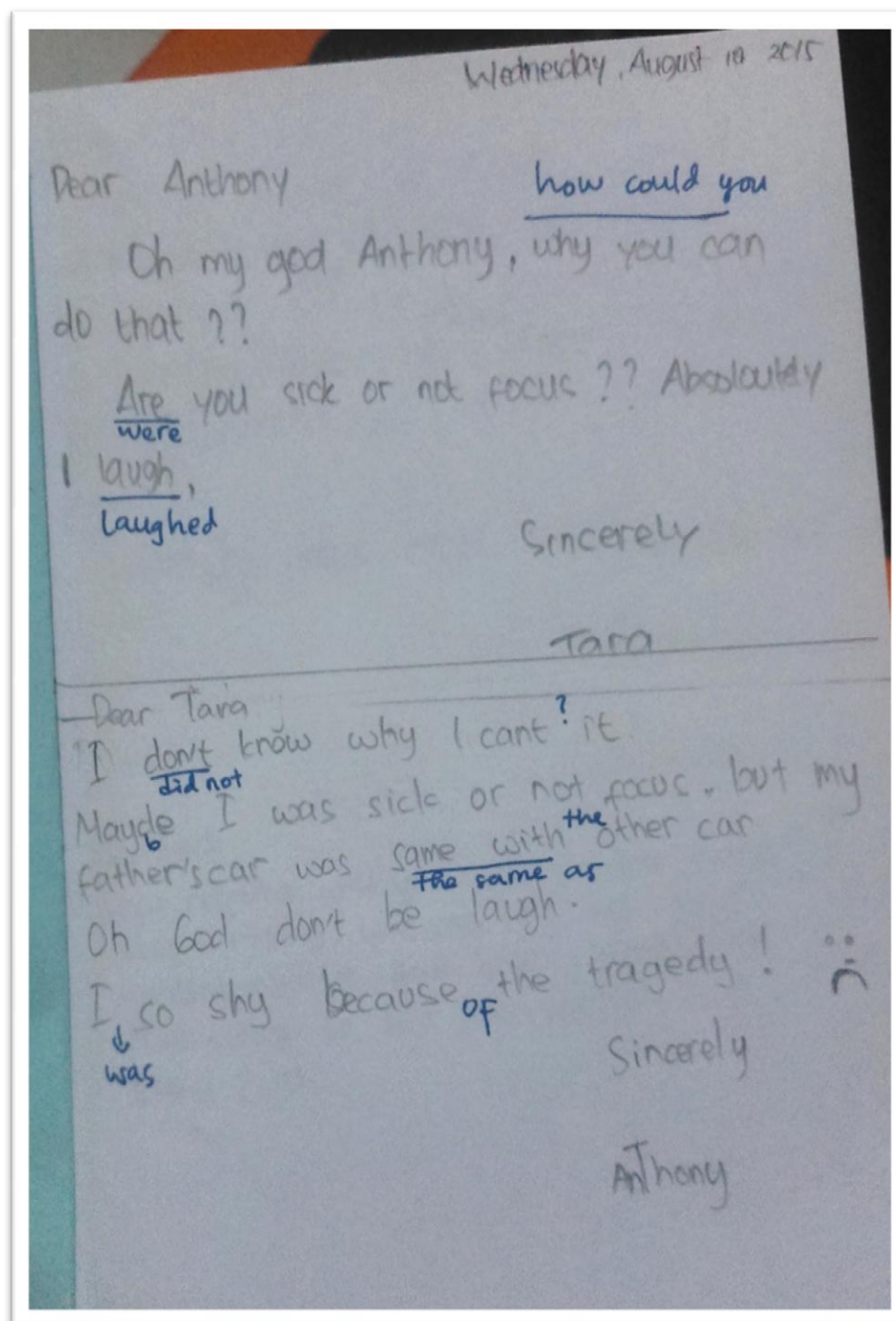
Cycle 1



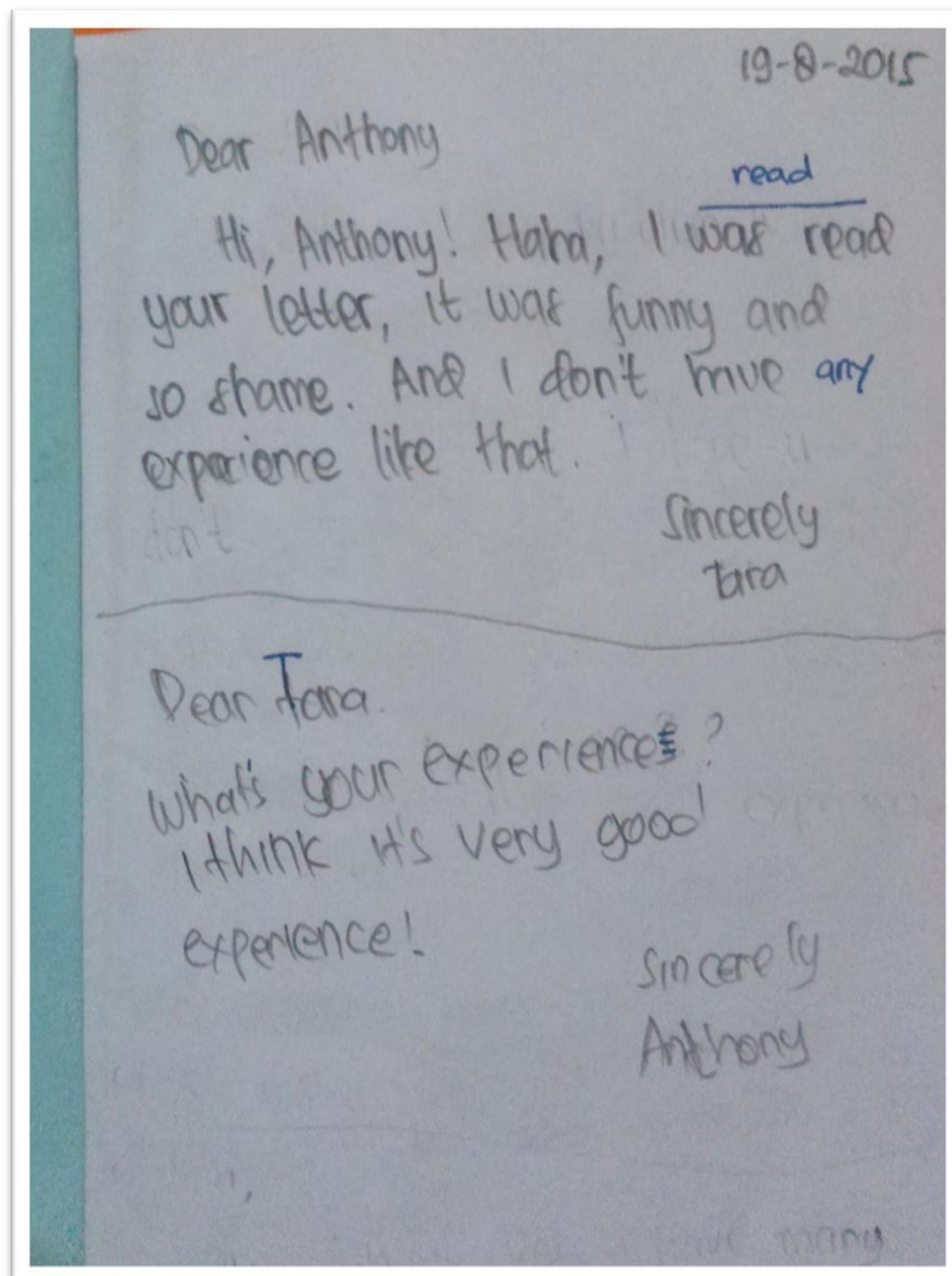
Cycle 1



Cycle 1



Cycle 1



Cycle 1

Dear : Adam

Long time no see

Adam ~~was~~ we was so long no meet. How are you
are you fine? I hope you ~~find~~
Now where ~~was~~ is your school?

From

~~Sani~~

Sani

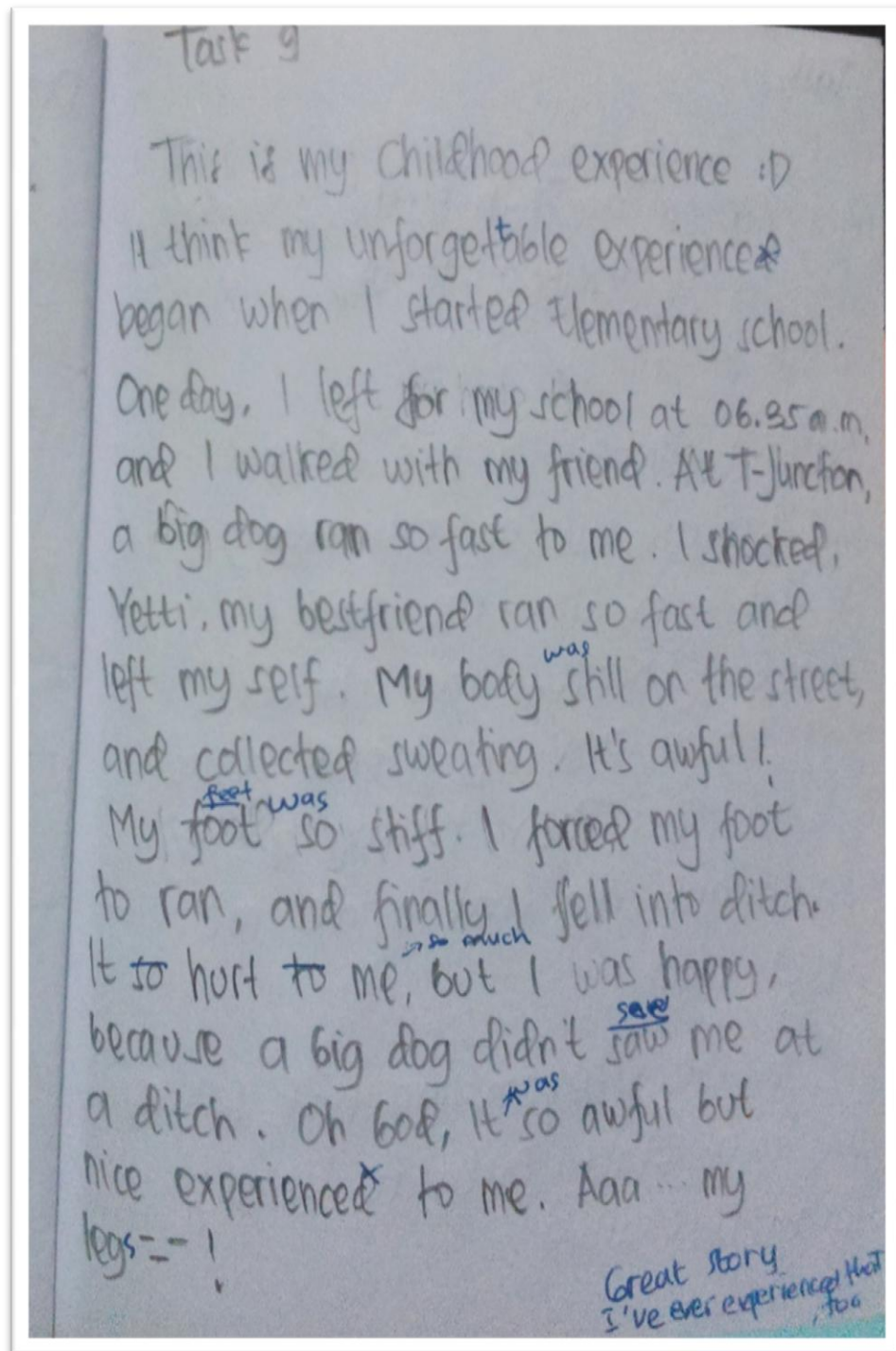
Long time no see

Yes, we long time no see San. im fine.
Thankyou, what about you? Now ~~from~~ My
School ^{is} at SMAN 5 MAGELANG

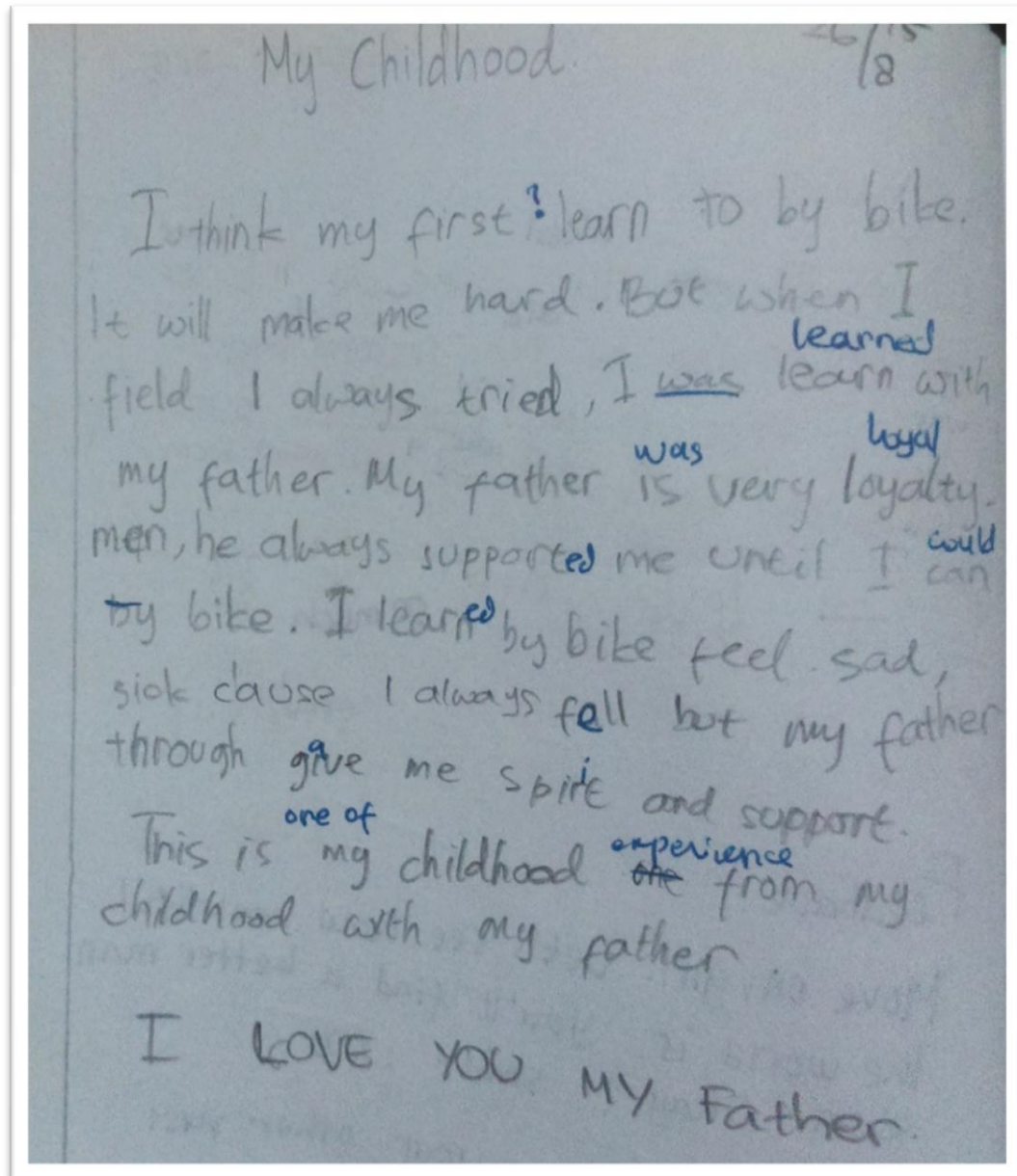
im fine too now im participate ^{join} ekstrakurikuler
~~basket~~ ^{basket}. How about you?

Great! ^{join} ^{football} i participate ^{was} ekstrakurikuler
football.

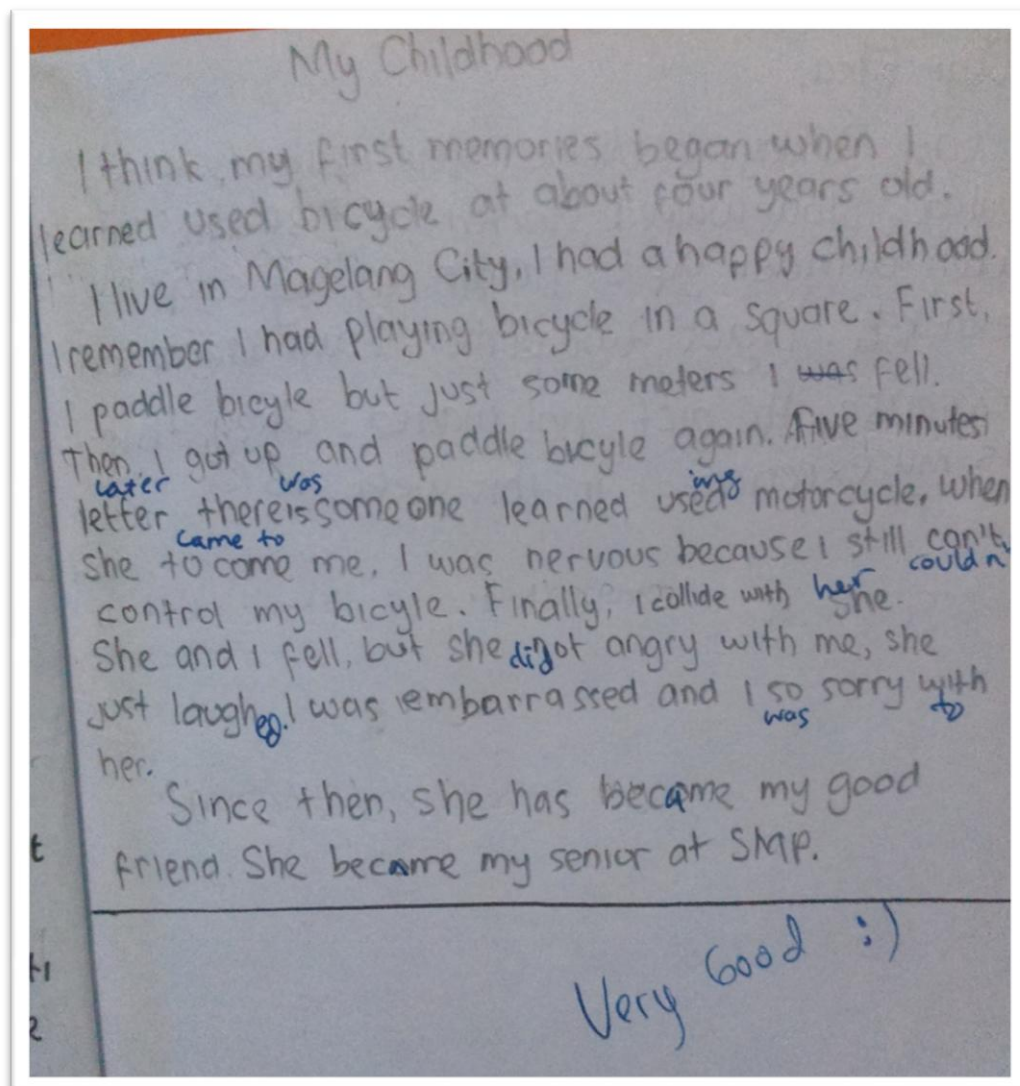
Homework

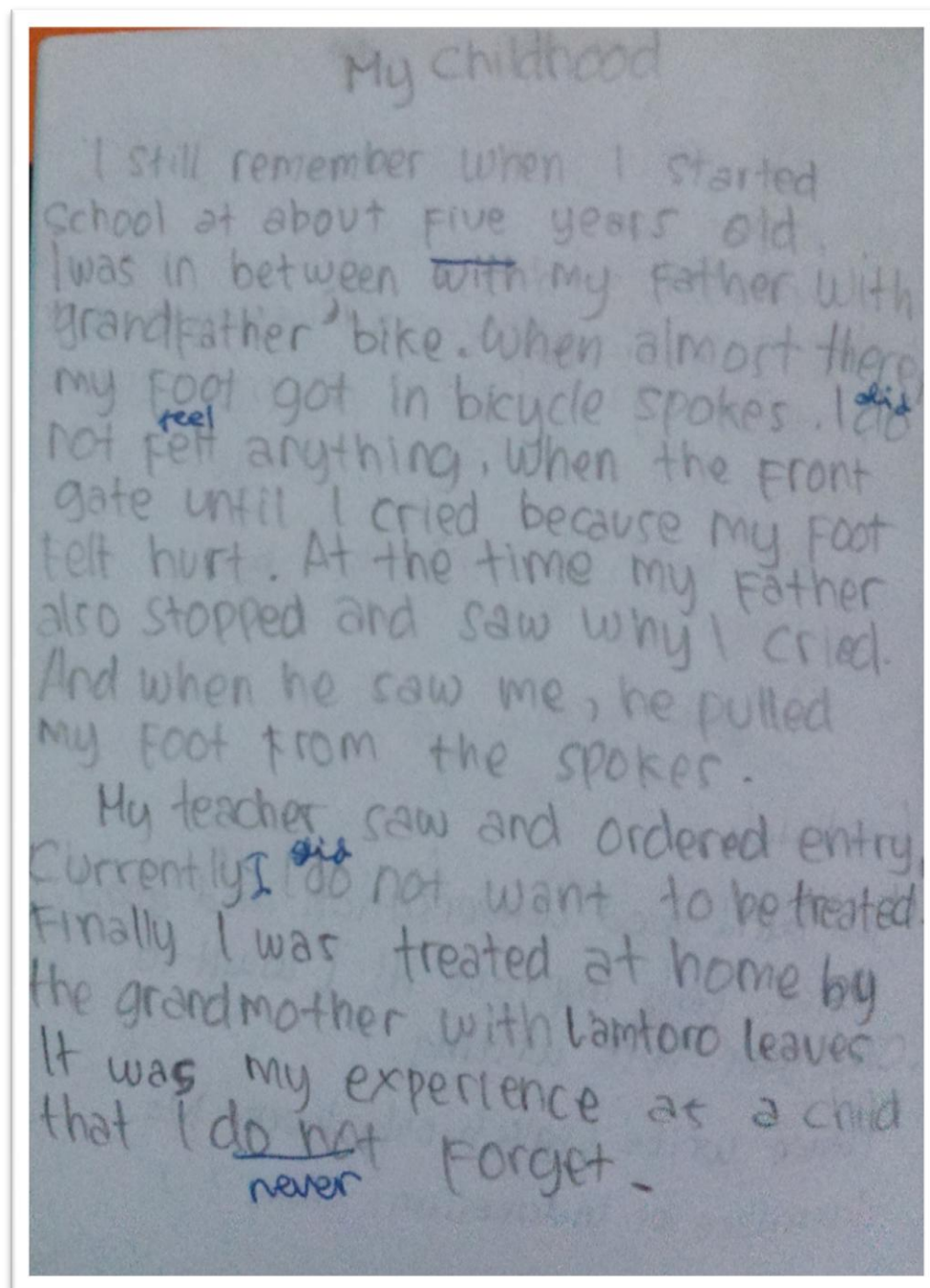


Homework

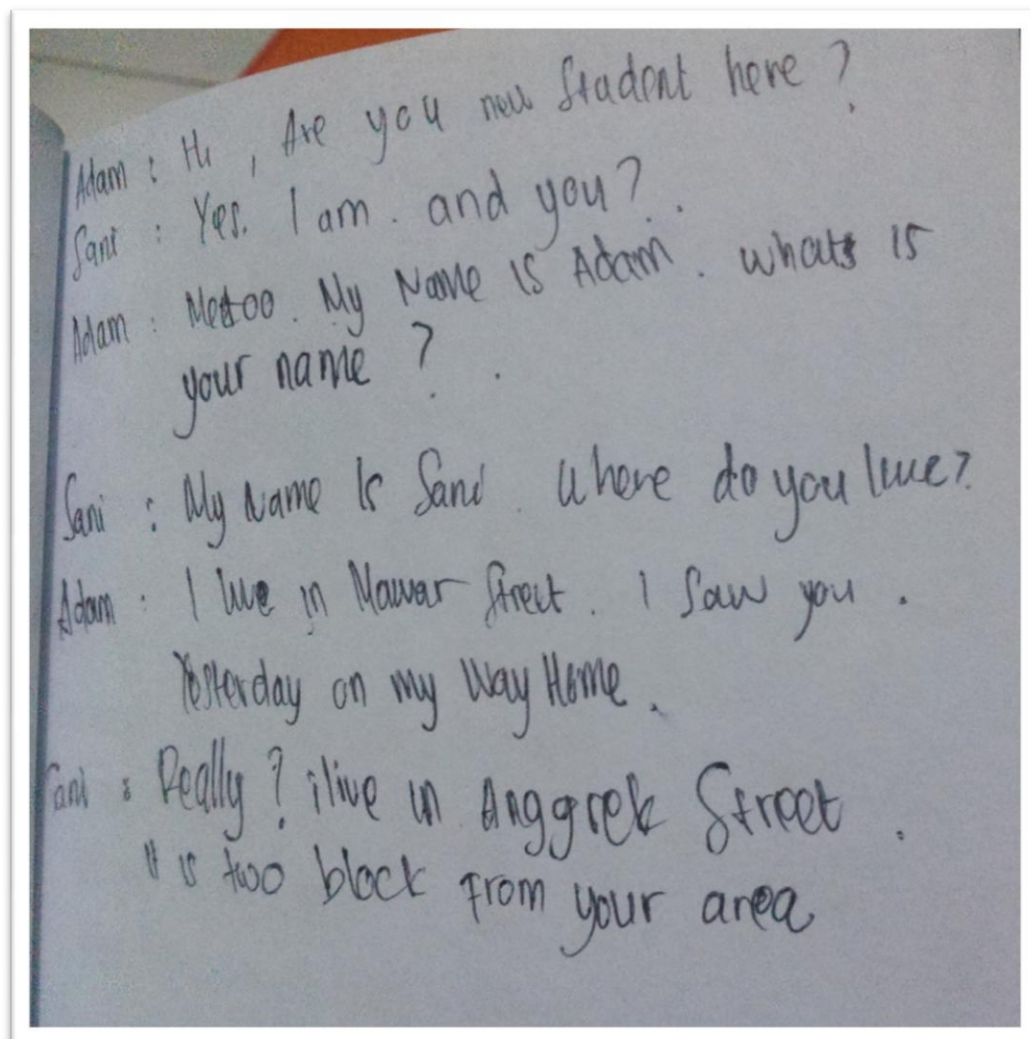


Homework

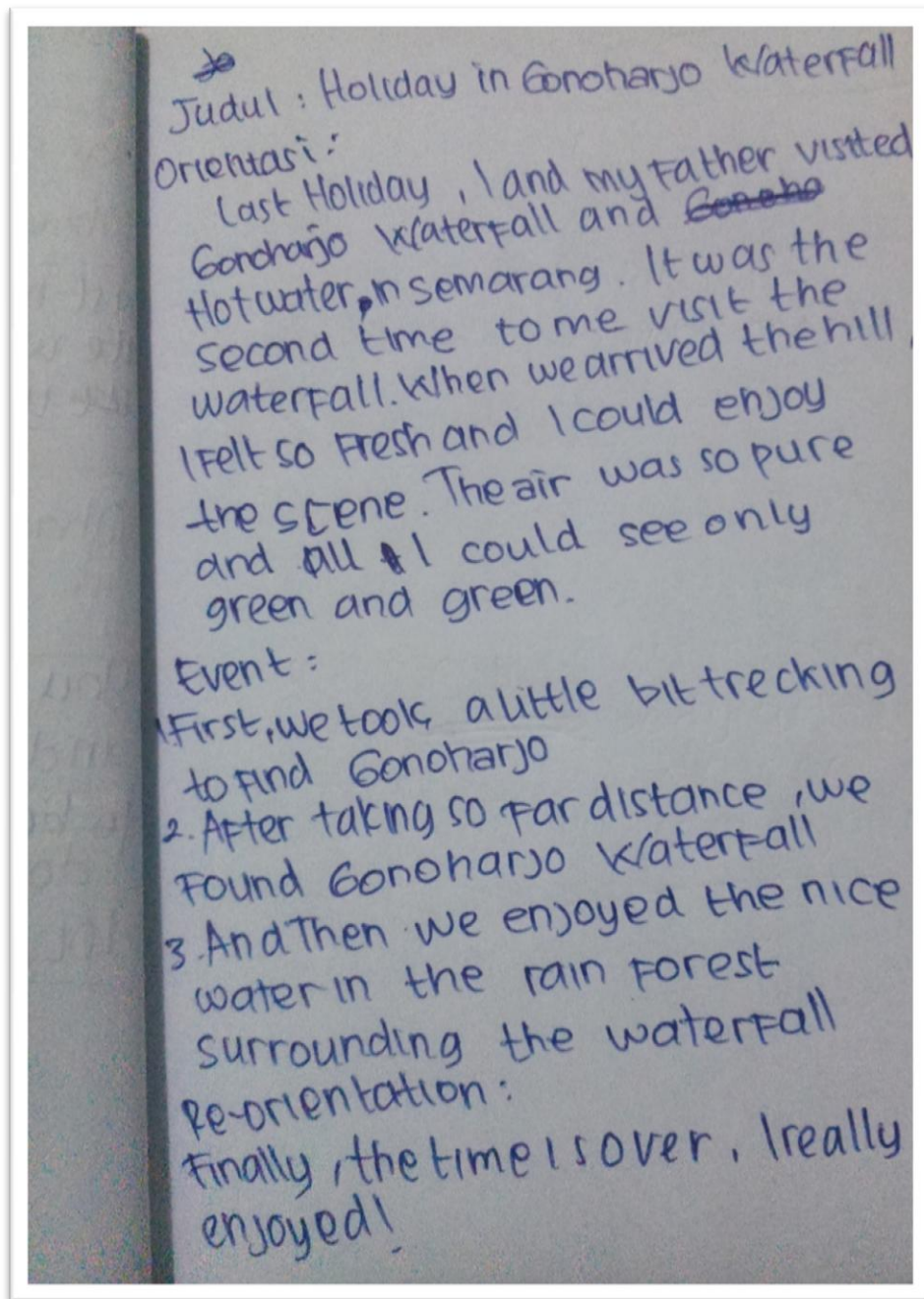


Homework

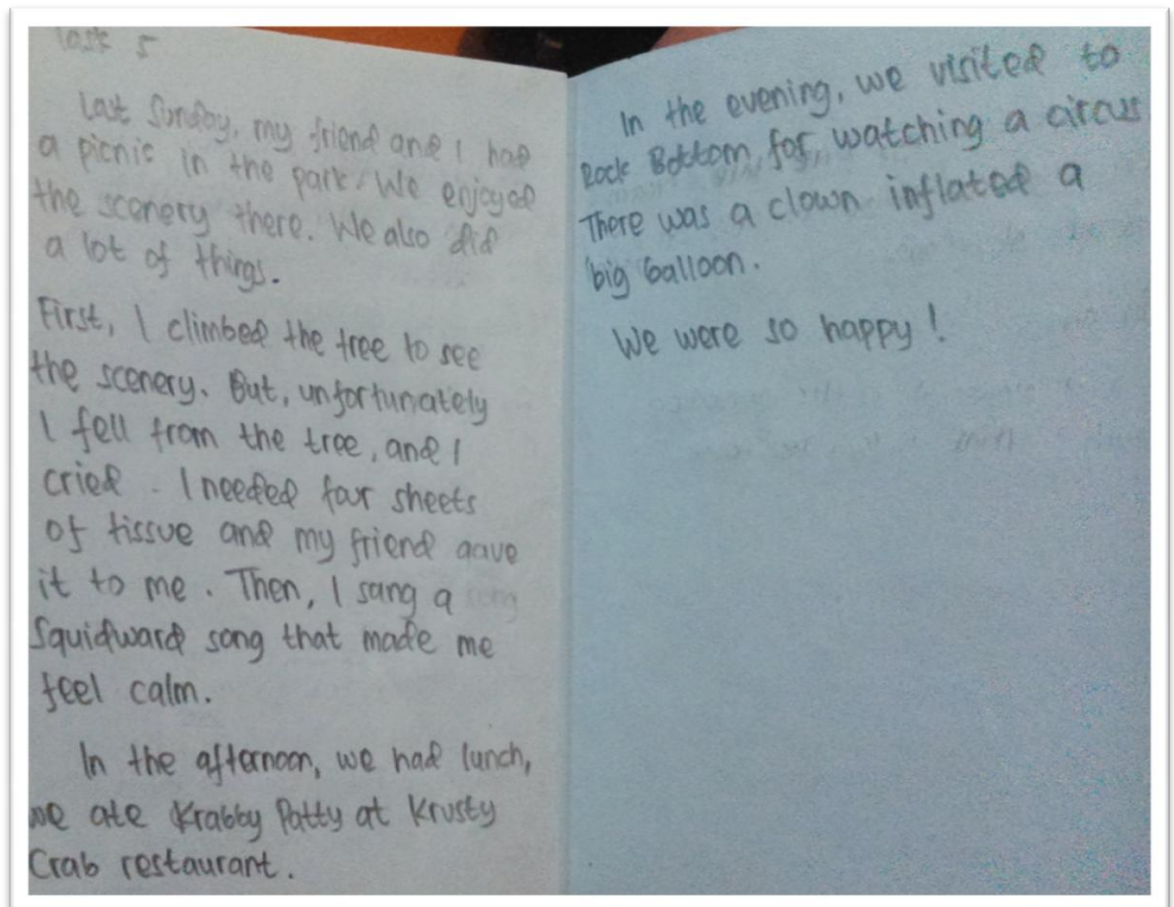
Cycle 2



Cycle 2



Cycle 2



Cycle 2

Picnic

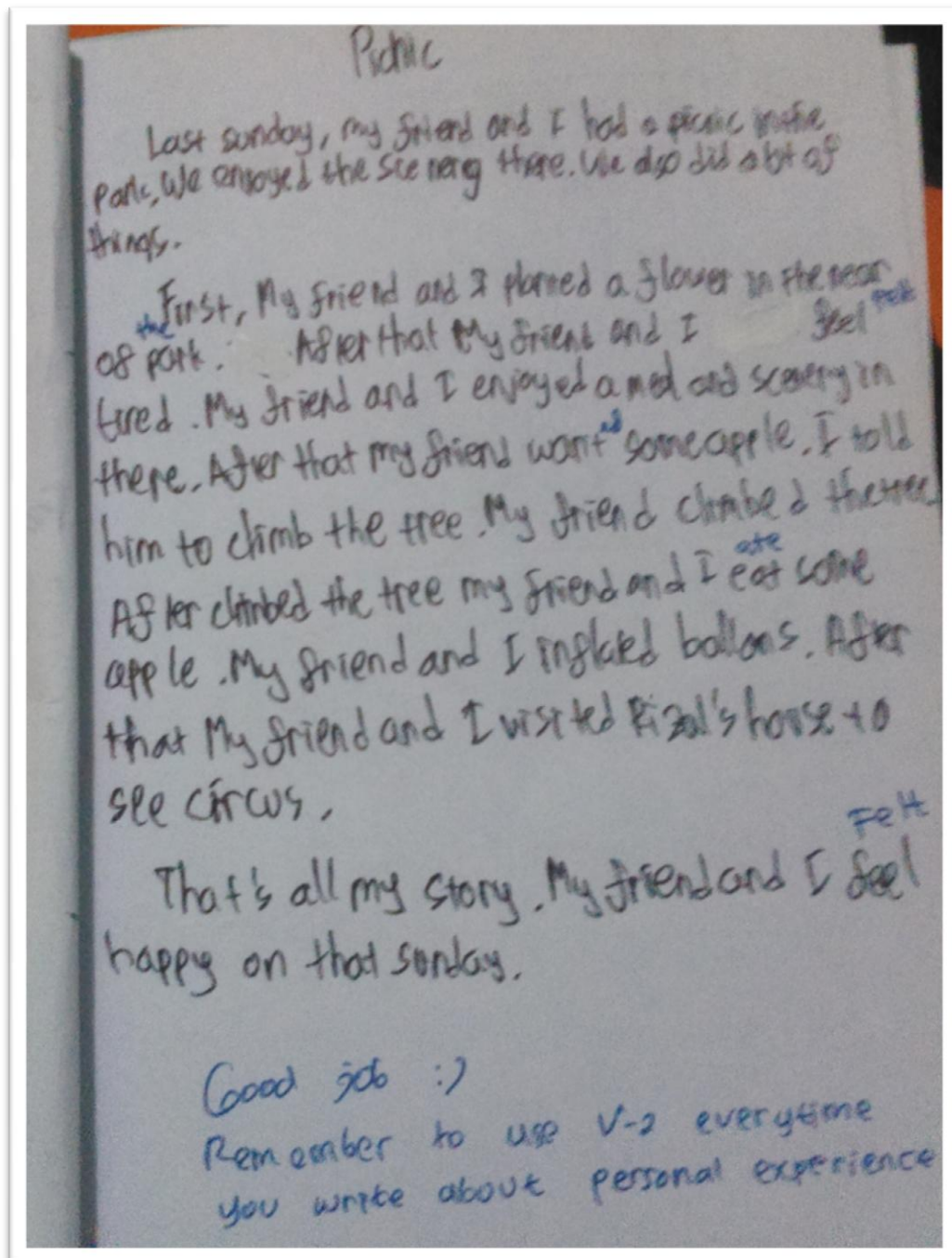
Last Holiday My Friend and I went to Gembiruloko zoo to see an animal in there. In the zoo we saw a orangutan, Elephant, Crocodile, and many other. ~~At~~ Suddenly Sani want to bought some ballons, and then we were looking for some one who selling ~~the~~ ballons. and we found him in there some people inflate many Ballons and sani bought ten ballons.

When we were looking for food sani lost His ballons and the ballons drawee in the tree. and Adam climbed the tree to get Sani's Ballons. But when Adam pull the ballons ~~Sudden~~ Suddenly the ballons was Boom. . . and Adam down of the tree with out Sani's Ballons. ~~a~~

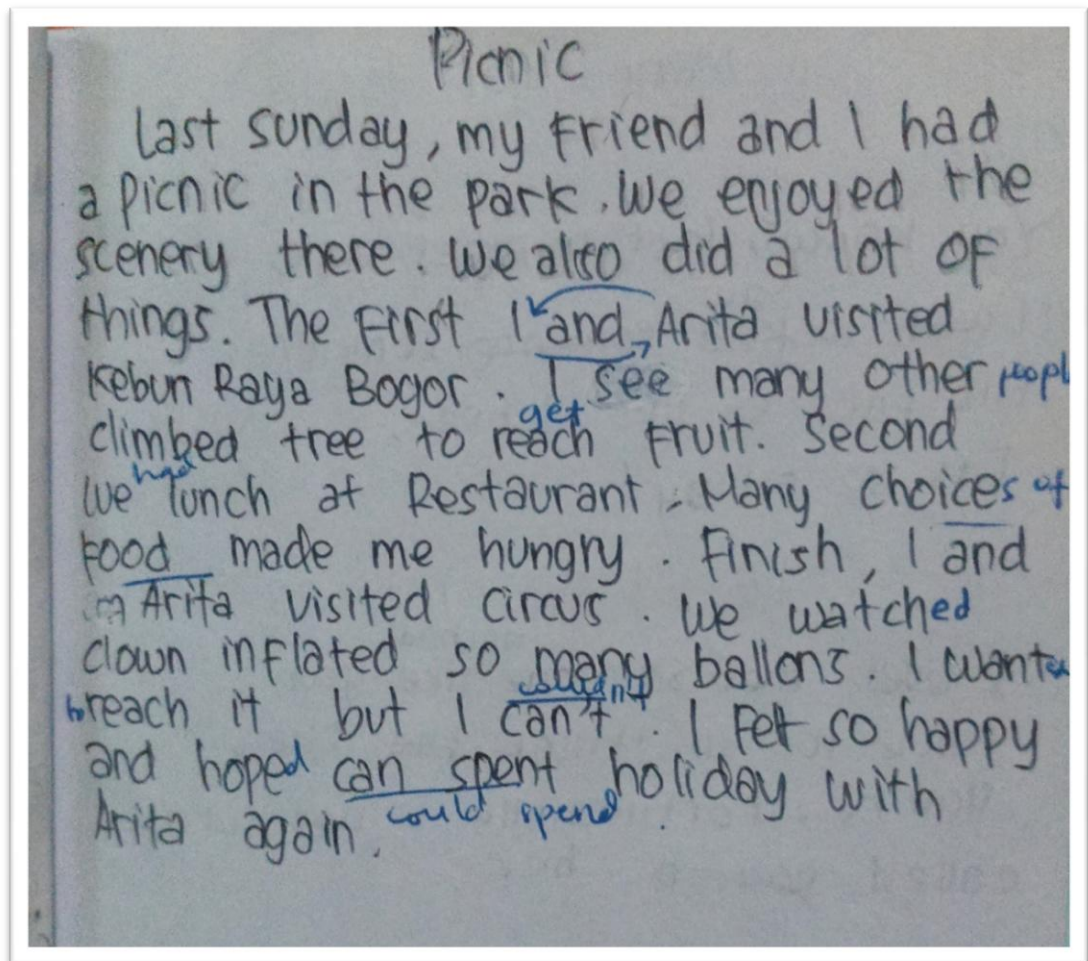
At night we were visited to Keraton to watched a circus.

~~We~~ we were so happy its unforgettable moment for us.

Cycle 2



Cycle 2



H. THE STUDENTS' SCORES

Description : Pre-test
Day/Date : Monday/ August 19th, 2015
Rater : The Researcher

No	Name	Number of words	Writing Aspects					Total
			Content	Organization	Vocabulary	Language use	Writing Mechanic	
1	Achmad Azhar Pratama	57	17	11	10	11	5	54
2	Afrizzal Risna Nugraha	15	13	8	7	7	4	39
3	Aldias Sulthan Athallah	42	22	14	14	11	4	65
4	Ananda Naufal	31	17	13	11	11	5	57
5	Andini Rizki Saputri	32	17	14	13	11	5	60
6	Anggi Setyowati	58	21	15	14	13	5	68
7	Anisa Amalia	42	21	13	14	13	5	66
8	Anisa Azmi Hardiyanti	63	22	15	14	11	5	67
9	Antonius Satyawan	7	13	7	7	5	2	34
10	Arfanda Diah Pratama	40	17	13	13	12	5	60
11	Azadira Dusevimaris	34	17	13	13	12	5	60
12	Desie Laeliah	52	20	14	14	12	5	65
13	Dita Widyastuti	54	21	14	14	14	5	68
14	Elsa Ternanda Alsyifa	53	21	14	14	11	5	65
15	Exelin Oktaviano	36	18	13	13	12	5	61
16	Faradila Nur Oktaviani	25	17	13	13	12	5	60
17	Fatah Rizki Firmansyah	7	13	7	7	5	2	34
18	Galih Putra Sadewa	58	22	17	15	15	5	74
19	Ichsan Nur Muchammad	16	14	8	8	6	4	40
20	Inge Sabrina Kumalasari	34	17	13	13	15	4	62
21	Leonardus Raka Elang Elia	29	20	13	13	12	4	62
22	Lucia Arita Ayu Dyah	95	26	14	14	13	5	72
23	Muhammad Fajrul Falah K	71	22	18	14	11	4	69
24	Nihayatul Maghfiroh	53	20	15	14	15	4	68
25	Nindy Fitria Chandrasari	45	22	10	14	13	4	63
26	Nindya Dwi Anggana	27	16	13	13	11	5	58
27	Primasani Fathurrohman	27	13	7	7	5	3	35
28	Rahma Amelia Rosa	58	22	14	13	11	5	65

29	Ridwan Adam	53	17	14	13	11	5	60
30	Sari Eka Pramesti	35	17	13	10	11	5	56
31	Sinta Nur Asriningrum	47	21	13	13	11	5	63
32	Venanda Amanatun Septena	47	21	14	13	12	5	65
	TOTAL	1373	597	407	392	355	144	1895
	MEAN	43	18,66	12,72	12,25	11,09	4,50	59,22

Description : Post-test
Day/Date : Monday/ August 31th, 2015
Rater : The Researcher

No	Name	Number of words	Writing Aspects					Total
			Content	Organization	Vocabulary	Language use	Writing mechanic	
1	Achmad Azhar Pratama	116	22	14	13	11	5	65
2	Afrizzal Risna Nugraha	105	22	15	14	11	5	67
3	Aldias Sulthan Athallah	91	23	16	15	18	4	76
4	Ananda Naufal	98	25	17	14	18	5	79
5	Andini Rizki Saputri	84	22	14	14	11	5	66
6	Anggi Setyowati	90	26	18	18	18	5	85
7	Anisa Amalia	109	27	18	18	18	5	86
8	Anisa Azmi Hardiyanti	88	22	18	14	12	5	71
9	Antonius Satyawan	68	22	14	14	16	4	70
10	Arfanda Diah Pratama	94	22	17	15	14	5	73
11	Azadira Dusevimaris	108	24	17	17	14	5	77
12	Desie Laeliah	118	24	17	16	13	5	75
13	Dita Widyastuti	127	26	18	17	17	5	83
14	Elsa Ternanda Alsyifa	110	23	17	14	17	5	76
15	Exelin Oktaviano	79	22	17	15	16	4	74
16	Faradila Nur Oktaviani	98	23	16	15	13	5	72
17	Fatah Rizki Firmansyah	53	22	14	12	12	5	65
18	Galih Putra Sadewa	99	27	18	18	22	5	90
19	Ichsan Nur Muchammad	98	24	17	13	11	4	69
20	Inge Sabrina Kumalasari	91	26	17	15	15	5	78
21	Leonardus Raka Elang Elia	73	22	14	14	11	5	66
22	Lucia Arita Ayu Dyah	113	27	17	13	16	5	78
23	Muhammad Fajrul Falah K	111	27	18	13	15	5	78
24	Nihayatul Maghfiroh	74	22	17	13	16	5	73
25	Nindy Fitria Chandrasari	0	0	0	0	0	0	0
26	Nindya Dwi Anggana	84	26	18	17	18	5	84
27	Primasani Fathurrohman	77	22	15	14	13	5	69
28	Rahma Amelia Rosa	107	27	18	13	15	5	78

29	Ridwan Adam	101	22	17	14	15	3	71
30	Sari Eka Pramesti	144	25	17	14	5	5	66
31	Sinta Nur Asriningrum	99	26	17	14	16	3	76
32	Venanda Amanatun Septena	89	22	17	14	16	5	74
	TOTAL	2996	742	514	454	453	147	2310
	MEAN	94	23,19	16,06	14,19	14,16	4,59	72,19

I. THE STUDENTS' WRITING TESTS

Pre-test

Name: Elsa Ternandq A.

St. No.: 14

How did you feel about your MOPDB (*Masa Orientasi Peserta Didik Baru*) time? Did you enjoy it? Did you experience something new and impressive? Tell your experience during MOPDB in the form of recount text in the following box.

Last month, I entered to a new school in Senior High School 5 Magelang. I followed MOPDB in there about 3 days. Two seniors who kept my classroom xc asked to us, to brought something. I got many ~~for~~ new friends there. They are very kind to me. I am very happy in there.

Pre-test

Name: Nindya Dwi Anggana

St. No.: 26

How did you feel about your MOPDB (*Masa Orientasi Peserta Didik Baru*) time? Did you enjoy it? Did you experience something new and impressive? Tell your experience during MOPDB in the form of recount text in the following box.

I felt so happy. My new friend in X-C were fun.
At first, MOPDB in my class was bored for me. but I was
wrong. The end

Pre-test

Name: Exelin Oktaviano

St. No.: 15

How did you feel about your MOPDB (*Masa Orientasi Peserta Didik Baru*) time? Did you enjoy it? Did you experience something new and impressive? Tell your experience during MOPDB in the form of recount text in the following box.

Last month I did MOPDB In my school.
It is very interesting experience. My senior is very
funny and not make me boring. His name is
Aushof zlfar kaloha. He give us many ~~game~~ interes-
ting games.

Post-test

Name: Anisa Amalia

St. No.: 7

Class: X-C

What did you do on your *Eid Al Fitr* celebration day? Write a letter to your friend telling all you did that day in the following box.

My Eid Mubarak

Last month, I went to grandmother's village to celebrate Eid Mubarak with my big family. I left Magelang at 08.00 a.m. And then, I enjoyed my trip. I went to there by car, my father drove his car. On the way, I feel bored because my old brother slept and I didn't talk with him. I watched my phone, and played music "One Direction - You & I". After that, I decided bought some snacks. After we arrived, we forgave each other. I visited my neighbours and forgave. Next, we ate together. I really enjoyed it. We stayed at Grandmother's house 3 days.

We always happy in there.

29 + 19 + 19 + 29 + 5 = 101

Post-test

Name: Graih Putra S.
 St. No.: 18
 Class: Xc

What did you do on your Eid Al Fitr celebration day? Write a letter to your friend telling all you did that day in the following box.

Eid Al-Fitr

At Eid Al-Fitr, My family and I went to a house ^{my brother's house} of my brother. We went by two car.

First day, we visited grand mother and grand Father house. They were very old.

Next day, we visited my uncle in Bandung. I got some money from him.

Then, we went to my aunt. She was very beautiful and kind. ^{My aunt's house} House of my aunt is very big.

Next, My family and I went to another ^{aunt} aunt in ^{There} Jogjakarta. Here, we got some money from her.

Finally, we went to home, and visited my sister. The experience was fun.

Post-test

Name: Afrozul R.A.

St. No.: 02

Class: K-C

What did you do on your Eid Al Fitr celebration day? Write a letter to your friend telling all you did that day in the following box.

Eid Al Fitr

When Eid Al Fitr ^{came} ^{on 23rd}, I'm with my family went to village in Bayolali. We went with motorcycle. We use 3 moto cycle. I'm with my ^{big} sister, My mom with my sister's twins, and my father alone.

In the village, I met with my uncle and my aunth. We rest in the a view hours. We ~~take~~ lunch there.

Then we went to next location. We went to Solo. I met with my uncle and my ^{aunth} too.

In Solo, I got some money from my ~~uncle~~ uncle and my aunth. I got much money.

Then We ^{went} back to home. I ^{felt} feelled so happy right now.

J. ATTENDANCE LIST



PEMERINTAH KOTA MAGELANG
DINAS PENDIDIKAN
SMA NEGERI 5 MAGELANG

Jalan Barito II Sidotopo Magelang 56114 Telpn (0293) 3149516

Email: sman5mgl@yahoo.com Website: <http://www.sman5magelang.sch.id>

PRESENSI SISWA SMA NEGERI 5 MAGELANG
TAHUN PELAJARAN 2015 / 2016

Kelas: X-C

**Wali kelas :
 Dra. Leli Robiati**

NO	NIS	Nama siswa	L/P	Pertemuan ke					Ket.
				12 /8	19 /8	24 /8	26 /8	31 /8	
				5	6	7	8	9	
1	5629	ACHMAD AZHAR PRATAMA	L	.	.	.	.	.
2	5630	AFRIZZAL RISNA NUGRAHA	L	.	.	.	.	.
3	5631	ALDIAS SULTHAN ATHALLAH	L	.	.	.	.	.
4	5632	ANANDA NAUFAL	L	.	.	.	.	.
5	5633	ANDINI RIZKI SAPUTRI	P	.	.	.	.	.
6	5634	ANGGI SETYOWATI	P	.	.	.	.	.
7	5635	ANISA AMALIA	P	.	.	.	.	.
8	5636	ANISA AZMI HARDIYANTI	P	.	.	.	.	.
9	5637	ANTONIUS SETYAWAN	L	.	.	.	.	.
10	5638	ARFANANDA DIAS PRATAMA	L	.	.	.	.	.
11	5639	AZADIRA DUSEVIMARIS	P	.	.	.	.	.
12	5640	DESIE LAELIYAH	P	.	.	.	.	.
13	5641	DITA WIDYASTUTI	P	.	.	.	.	.
14	5642	ELSA TERNANDA ALSYIFA	P	.	.	s	.	.	sakit
15	5643	EXELIN OKTAVIANO	L	.	.	.	.	.
16	5644	FARADILA NUR OKTAVIANI	P	.	.	.	.	.
17	5645	FATAH RIZKI FIRMANSYAH	L	.	.	.	.	.
18	5646	GALIH PUTRA SADEWA	L	i	.	.	.	.	izin
19	5647	ICHSAN NUR MUCHAMMAD	L	.	.	.	.	.
20	5648	INGE SABRINA KUMALASARI	P	.	.	.	.	.
21	5649	LEONARDUS RAKA ELANG ELIA	L	s	.	.	.	.	sakit
22	5650	LUCIA ARITA AYU DYAH	P	.	.	.	.	.
23	5651	MUHAMMAD FAJRUL FALAH K	L	.	.	.	.	.
24	5652	NIHAYATUL MAGHFIROH	P	.	.	.	.	.
25	5653	NINDY FITRIA CHANDRASARI	P	.	.	.	.	i	izin
26	5654	NINDYA DWI ANGGANA	P	.	.	.	.	.
27	5655	PRIMASANI FATHURROHMAN	L	.	.	.	.	.
28	5656	RAHMA AMELIA ROSA	P	.	.	.	.	.

29	5657	RIDWAN ADAM	L	.	.	.	.	.
30	5658	SARI EKA PRAMESTI	P	.	.	.	.	.
31	5659	SINTA NUR ASRININGRUM	P	.	.	.	.	.
32	5660	VENANDA AMANATUN SEPTENA	P	.	.	.	.	.

L : 14

P : 18

Kepala Sekolah,

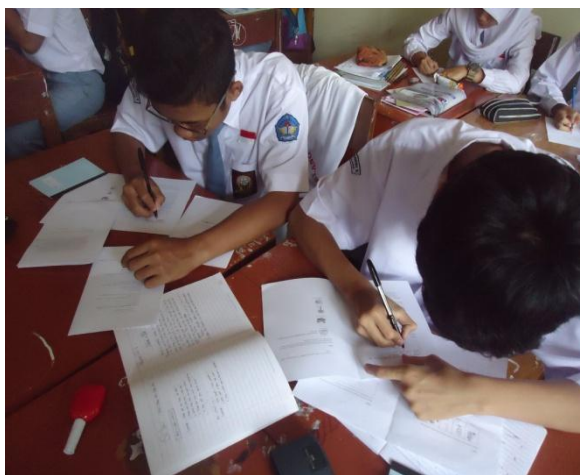
Drs. Agung Mahmudi A,
M.Hum.
NIP.19621124 198903 1 006

K. PHOTOGRAPHS

Explanation of the dialogue journal technique. The students' dialogue journal books.



The students did the tasks on the worksheets.



The student wrote his answer on the whiteboard.



The student wrote sentences on the worksheet based on the pictures.



The student wrote one of her sentences on the whiteboard.



The students worked in groups to write a story on their dialogue journal books.



The researcher and the students of class X-C.



L. PERMIT LETTERS



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax: (0274) 548207
http://www.fbs.uny.ac.id/

FBS/FBS/33-01
10 Jan 2011

Nomor : 770a/UN.34.12/DT/VIII/2015
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Yogyakarta, 3 Agustus 2015

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Bakesbanglinmas DIY
Jl. Jenderal Sudirman No. 5 Yogyakarta 55231

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

**IMPROVING THE STUDENTS' WRITING FLUENCY OF TENTH GRADE STUDENTS AT SMA N 5
MAGELANG IN THE ACADEMIC YEAR OF 2015/2016 THROUGH THE DIALOGUE JOURNAL
TECHNIQUE**

Mahasiswa dimaksud adalah :

Nama : ARIK DWI ROFIQOH
NIM : 11202241022
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Agustus – Oktober 2015
Lokasi Penelitian : SMA N 5 Magelang

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
- Kepala SMA N 5 Magelang



**PEMERINTAH KOTA MAGELANG
DINAS PENDIDIKAN
SMA NEGERI 5 MAGELANG**

Jl. Barito II, Sidotopo Magelang Telp. (0293) 3149516
Email: sman5mgl@yahoo.co.id, Website: sman5magelang.sch.id

SURAT KETERANGAN

Nomor : 420 / 187 / 230. SMA.05

Yang bertanda tangan di bawah ini Kepala SMA Negeri 5 Magelang

Nama : Drs. Agung Mahmudi Ariyanto, M.Hum
NIP : 19621124 198903 1 006
Jabatan : Kepala Sekolah
Alamat : Jl. Barito II Sidotopo Magelang 56114

Dengan ini menerangkan bahwa :

Nama : ARIK DWI ROFIQOH
NIM : 11202241022
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Universitas : Universitas Negeri Yogyakarta
Waktu Pelaksanaan : 19 Agustus 2015 s.d 31 Agustus 2015
Lokasi Penelitian : SMAN 5 Magelang

Nama tersebut diatas telah melaksanakan penelitian guna penyusunan Tugas Akhir Skripsi (TAS)/ Tugas Akhir Karya Seni (TAKS) / Tugas Akhir Bukan Skripsi (TABS) dengan judul :

**“IMPROVING THE STUDENT’S WRITING FLUENCY OF TENTH GRADE STUDENTS AT SMAN 5
MAGELANG IN THE ACADEMIC YEAR OF 2015/2016 THROUGH THE DIALOGUE JOURNAL
TECHNIQUE “**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Magelang, 31 Agustus 2015



Kepala Sekolah
Drs. Agung Mahmudi Ariyanto, M.Hum
NIP. 19621124 198903 1 006